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ABSTRACT

This environmental scanning report from Front Range Community College (FRCC) in Colorado examines trends in population, demographics, income, and education in the college's service area. The report begins with Kathleen Cain's essay, "Environmental Scanning," indicating that the four major objectives of environmental scanning are to detect scientific, technical, social, and political interactions and other elements important to the organization; to define potential threats, opportunities, or changes for the organization by those events; to promote an orientation toward the future in management and staff; and to alert management and staff to trends which are converging, diverging, speeding up, slowing down, or interacting. Next, the report presents several essays and interviews offering the perspectives of staff and members of the community, including: (1) "The Community College in the Community," by Eric Reno; (2) "FRCC's Economic Development Role," an interview with Jack Keever; (3) "Scanning and Change: A Concrete Example," by Leo Giles; (4) "The Changing Role of Women in Higher Education," by Susan Hartman; (5) "Distance Learning and the Future of Education," by Steve Tilson; (6) "Fostering Diversity: A President's View," by Tom Gonzales; (7) "Networking: Mutual Benefit Is the Key," an interview with Jill Marce; (8) "Collaboration: A Deliberate Process," by Mary F. Johnston; and (9) "A Systematic Approach: The Times Demand It," by Dave Braman. The remainder of the report provides statistical profiles of 15 primary communities and four counties that make up the FRCC service area, including income, employment, and demographic data. (KP)

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ED 374 830

SCANNING THE FRONT RANGE ENVIRONMENT

A Statistical Snapshot of the Front Range Community College Service Area

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COMMUNITY COLLEGE
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AUGUST 1993

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FRONT RANGE
COMMUNITY COLLEGE
Excellence and Diversity

August 27, 1993

Dear Faculty, Staff and Administrators:

I am pleased to present you with your personal copy of Scanning the Front Range Environment. This document is the culmination of an eight-month effort.

As we began to implement environmental scanning activities, we found that we lacked a general understanding of our service area. For example, few of us were aware that our service area included 4 counties and 15 primary communities. This is easy to understand given the size of our geographical territory.

Scanning the Front Range Environment is a first step in understanding our communities in such terms as population, demographics, income and education. Moreover, this document begins to look at the socio-economic trends that affect us as a community college. We have included interviews and articles by individuals in the community and FRCC that bring fresh perspectives.

This effort could not have been accomplished without the help of many individuals. In particular, I wish to thank Kathleen Cain and John Hodges for bringing this project to fruition. You can not only look forward to additional efforts in scanning, but actively participate in the process. In fact, I encourage and welcome your involvement.

Sincerely Yours,

Tom Gonzales, President

DRIVING TRENDS FOR COLORADO

— Choices for Colorado's Future

• Accelerated integration of the Colorado and global economies is expected to significantly influence the opportunities to develop a sustainable state economy.

• Colorado's population is expected to grow only slightly, yet its demographics will change considerably.

• Coloradans are expected to continue to lose confidence in the ability of the state and federal governments to respond effectively to important challenges, but see local government as more responsive and potentially able to provide effective services.

• Effective forums for participation in the political process are expected to emerge; Colorado politics are expected to become increasingly volatile and to address change on an issue-by-issue rather than a broad-policy basis.

• Income disparities among Colorado residents are likely to increase during the 1990s.

• Demands on health, education and basic social services are expected to increase in Colorado during the 1990s, but the capacity of government to meet these demands will decrease

• Technological advances will continue to occur so rapidly that they are likely to be implemented without adequate consideration of their impact and consequences.

• Conflicts between economic practices and the preservation of Colorado's natural resources are expected to become more pronounced.

INTRODUCTION

ENVIRONMENTAL SCANNING

By Kathleen Cain

"Environmental scanning" was still such a new phrase in 1990 that when the Eastern Iowa Community College District (EICCD) began assessing community colleges in 1990 to find out who was responsible for this kind of scanning at state offices, many institutions forwarded the names of their health and safety officers.

While environmental scanning includes the physical environment, it primarily monitors the economic, political, and social "climate" of a city, a county, a state, or a region. As educators we must be prepared, more than ever before, to respond to mercurial changes outside the classroom that affect what we do in and for the classroom. Not knowing the meaning of environmental scanning can be hazardous to our institutional health, and more importantly, to the well-being of our students.

Paying close attention

What is environmental scanning? According to Dr. Jan Friedel of EICCD, it means systematically collecting and monitoring information that describes changes in the environment, in order to identify and assess emerging developments, trends, and events that may affect the objectives of an organization. In other words, we have to pay close attention to what's happening around us, and learn to anticipate *what's going to happen* in our town, city, county, state, region, nation, and planet! A tall order, considering that our current knowledge base doubles every 18 months.

What are the objectives of environmental scanning? Dr. Friedel lists four major ones:

- to detect scientific, technical, social, and political interactions and other elements important to the organization
- to define the potential threats, opportunities, or potential changes for the organization by those events
- to promote an orientation toward the future in management and staff
- to alert management and staff to trends which are converging, diverging, speeding up, slowing down, or interacting.

Four critical questions

How does environmental scanning help? Environmental scanning and forecasting allows an institution to answer four critical questions:

- Where is the institution now?
- Where is it going?
- Where does it want to go to serve its students and the community the best it can?
- What does it have to change to get where it needs and wants to go?

How do we know if what we're doing is environmental scanning? Four phases of environmental scanning have been identified:

Primitive phase: Scanning has no real impetus. The institution is exposed to information without purpose or effort, and simply faces the world as it is (e.g., genuine concern about dropout rates at nearby high schools gets discussed informally over coffee).

Ad hoc phase: The institution is not yet actively searching, but keeps an eye out for likely impact of the environment on the institution and is aware of information on select

issues (e.g., a counselor sends a list of the top 10 career areas to the President's Office).

Reactive phase: Showing more movement, the institution tries to protect its future by dealing with the environment. Scanning is still random and without structure. Specific information is not collected. The purpose of scanning is to react to competitors or markets (e.g., community focus groups identify general needs).

Proactive phase: Scanning is structured and used to deliberately collect specific information using established methodology for analysis. The purpose of scanning is to help the institution be alert to its competitive advantage. The institution can begin to forecast the environment (e.g., a division conducts a marketing survey which establishes that its student profile is no longer the transfer student, and revamps its curriculum).

What stage of scanning is Front Range in? While the intent is to move the whole institution into the proactive phase (and in certain areas we are already there), as a whole, FRCC moves back and forth between the primitive, reactive, and proactive phases. We have yet to move into the proactive phase together.

BEST BOUNCE

The Denver area is the only location in North America from which satellite transmission to Europe, Asia, and South America can be transmitted in an uplink with "one bounce."

— Brighton Colorado/Your Business Future

Rearrange, rethink, redo

Why? As the survey of 601 community colleges conducted by EICCD in 1991 revealed, like so many of our counterparts across the country and the world, we are beginning to feel the edge of the environment pushing up against us, forcing us to change and rearrange and rethink and redo the way we have always done business. Only 41.3 percent of the community colleges who participated in the EICCD survey were scanning in 1990. Another 11.3 percent said they planned to begin scanning within two years. If they have, and the others have continued, then 50 percent of the group is now scanning.

Other reasons to scan are better planning and consensus-building, the ability to bring the college to the "cutting edge," and the fact that scanning can involve many people at many different levels, allowing them to systematically contribute knowledge and skills in a way that can benefit the entire institution.

Putting it to use

One potential problem with scanning is how to take the results and put them into practice. How do we *apply* the data to what outside agencies are doing, or to college functions like program and curriculum development, professional staff development, budgeting and resource allocation, or mobilizing institutional response to projected impacts of future trends?

Furthermore, how do we begin? Or, for those who have already begun, how do we continue?

Perspectives

Many people have been doing environmental scanning for the college for some time on specific issues and events. In the section that follows this introduction, some of them share their perspective on topics related to scanning and information gathering. We hope that their experiences and insights will help the entire college better understand the uses and potential value of scanning.

INTRODUCTION

Statistical snapshot

Finally, on page 21 begins the major part of this document: a statistical snapshot of the 15 communities and 4 counties we serve. These are our people. They are our neighbors, friends, and partners. If we are to succeed in facing the enormous challenges that confront us at every turn, from teen pregnancy to the increased need for more highly trained workers, these people must also be our allies. We must understand each other. By providing a glimpse of the people we serve, we can begin to know and understand them even better than we do now, well enough to work together to anticipate and prepare to meet their needs and our own.

Over the next year, as we undertake program review and development, and work to enhance the image of the college in our communities, we will keep you informed of the progress and efforts, and seek your expertise in the process.

How you can participate

We are actively seeking members of an environmental scanning team who will be asked to meet monthly and begin the process of formally identifying the most important information the college needs to learn about and share. We will also be working to provide more and better information services, in conjunction with other offices and departments inside and outside the college, to help us go forward with the work ahead. If you would like more information about environmental scanning at FRCC, or can participate in the effort, contact Kathleen Cain at ext. 339 (W).

SUSTAINABILITY?

Business-as-usual has led us to a world that has exceeded the limits of sustainability . . . .

The shift to a sustainable society (some have called it a revolution) may be as profound as its historic predecessors, the agricultural and industrial revolutions.

— L. Hunter Lovins,

Foreword to ***Choices for Colorado's Future***

TRENDS FOR COLORADO: WILL THEY AFFECT US?

— Choices for Colorado's Future

• During the 1990s, Colorado's population is expected to increase by only nine percent and to become considerably older, more suburban, increasingly multicultural and less mobile than it was in the past.

• Colorado is experiencing a significant economic shift toward a tourism-based economy in a number of its regions. The effect is similar to the development of small island economies.

• If trends of the late 1980s continue into the 1990s, governments and businesses will focus on ways to reduce costs rather than increasing production. Businesses will hire greater numbers of people in positions that have few or no benefits, thus shifting the costs of those benefits to the communities in which the workers reside. Eventually, the costs will shift to state government. Participants in the study frequently mentioned prevention as a way to meet part of the health care challenge, regardless of changes in the system.

• If present trends continue, homelessness will become a recurrent part of the lives of more and more Coloradans. Access to basic human services, especially access to mental health services, will remain limited. Child care will be inadequate for both the poor and the nonpoor. An ever-growing percentage of Colorado children will not complete high school.

• Without changes in priorities and investment in infrastructure, individuals, government and private businesses will not be able to consistently incorporate technological advances in ways that improve the quality of life for Colorado residents.

PERSPECTIVES

THE COMMUNITY COLLEGE IN THE COMMUNITY

By Eric Reno

Before I left my previous position in Florida, one of the most satisfying aspects of my job was to represent the college in a variety of forums throughout the community. The satisfaction came from having any number of people give unsolicited testimonials as to the role the community college played in helping them, members of their families, or someone they knew achieve educational and/or professional goals beyond what they had ever expected in life.

And because the school had a thirty-year history, these stories were not limited to first-generation or economically, culturally, or academically disadvantaged students. Many stories came from families with long histories of economic, social, and educational advantages. This was a sign to me that community colleges have come of age and play an ever-increasingly significant role in the fabric of American higher education.

For the year I have been at the Larimer campus of FRCC I have had similar experiences in the community. Though the campus has a much shorter history (having just completed our fifth year), people in Larimer County realize the advantage of having a community college in their community. We have the advantage of having "community" in our name, which, for better or worse, means we are all things to all people:

- we are a source of students for our partners in higher education;
- we are a source of trained technicians for business and industry;
- we are a convenient and economical alternative to four-year colleges and universities;
- and we are a source of contracted and customized training programs for government, business, and industry.

But as much as *I* get out to hear of our successes and the educational needs of the community, our ability to gauge our effectiveness and provide for those needs is the responsibility of *every employee* of FRCC. We are members of community clubs and organizations, and participants in civic activities. We reflect the diversity of our student body. We know our community and have a good sense of how they feel about us. That information needs to be shared and used within the organization as we develop an ongoing strategic plan. The key to achieving this is the creation of a process that encourages and details how that information can be shared. The quality and reputation of FRCC will largely depend on our ability to do this — a major project for 1993–94.

Eric Reno has been vice-president of Front Range Community College's Larimer campus since August of 1992. Before his arrival at FRCC, he served as VP for Academic Affairs at Broward Community College in Fort Lauderdale, Fla.

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FRCC'S ECONOMIC DEVELOPMENT ROLE

Interview with Jack Keever

Jack Keever is currently president of Adams County Economic Development, Inc., a position he has held for the last ten years. As a leader in economic development, Jack is constantly and consistently scanning the environment for trends and events that will affect the quality of life in Adams County. He recently sat down for an interview with **Kathleen Cain.**

KC: What are the most critical issues facing economic development in Adams County right now?

JK: The challenge of Amendment 1, and the uncertainties that go along with it for Adams County. The spending limits will perhaps prevent necessary public expenditures to allow job creation — for example, roads and utilities, water and sewer development are all public expenditures.

KC: Is a road to the new airport one example?

JK: Yes, the county can't afford to build the roads [by itself], so the county and the cities involved are working together, but it will put more of a burden on private development to meet it adequately. It's difficult, since public entities traditionally have taken care of this. Private financing is tough, given what happened with the Savings & Loan situation. Usually, though, if the situation is beneficial, the community will see that and respond to it, even though it may take 10–20 years.

KC: Is the use of private development here a paradigm shift, moving away from the notion that only public entities should be responsible for roads?

JK: Yes. And in general, to answer a second part to your question, in all areas of the country [a critical issue is] human resources — a skilled, educated workforce.

KC: Why is a link between Front Range Community College and Adams County Economic Development important?

JK: Front Range is the most important institution for economic development in Adams County. It goes back to the human resources aspect of your first question — and I serve as a mouthpiece for business managers and their need for specialized talent. We are now in a world economy. For example, the Japanese are beating us — they have more emphasis on learning, on developing the talent they have.

We have new issues for relocation of businesses. Businesses need to be close to their workers (human resources), telecommunication, transportation, raw materials, and people (their market). FRCC has been a major factor already in developing customized training, a major factor for current and future development. If FRCC were not here, Adams County could not be as competitive as other areas served by community colleges —

Jack Keever is a long-time friend and advocate of FRCC, having just completed eight years as a member of the College Advisory Council. He helped the college implement the Small Business Development Center and the customized training unit.

Arapahoe County and Jefferson County, for example. Even though some people would like to do away with the community colleges in rural areas, the communities won't allow it. There would be a big hole if there were no FRCC and we had to compete with the other counties.

KC: How do you see FRCC in 10 years?

JK: I'd like to see FRCC concentrate more on quality than size and numbers. I'm still speaking economics now. I don't know how much time the administrators think about the quality that goes on in the classroom as compared to what administrators ordinarily think about.

The Larimer County campus should eventually be on its own — Fort Collins is its own economic unit, quite different than this area.

As for programs? The college seems well tuned into future program needs, but don't forget the basic industries here. Make sure that those technologies [that are being developed and taught] are applicable to the entire economic base. Adams County is still a strong manufacturing center. For example, the lumber industry, the company that makes all the palettes for AT&T. It's not all AT&T here! The trades and construction are strong, with the new airport. Food processing is strong. Educators don't ordinarily think about food processing. We're all over the map, from the most basic industry to the most advanced drug research.

KC: Is there a danger in economic development being too optimistic?

JK: Yes! Absolutely, yes! The chambers are boosters. That's their job! And that's why the community supports them — for example, with the airport. The impression given out in the beginning was that of an immediate boom, immediate benefits, looking to Dallas and Fort Worth and Atlanta as models. Realistically, Dallas and Fort Worth saw nothing immediate. In 15–20 years, there's lots. It was probably a mistake to give voters the impression that there would be an immediate result.

KC: What has happened with Dallas and Fort Worth?

JK: [At this point, Jack pulls out some relevant reports.] Well, Dallas and Fort Worth in 1975 . . . that's 13-plus years [after the opening] . . . there were 12 million square feet of industrial space and 13-plus million square feet of office space. But none of that went in in the first five years. It was over-optimistic.

The projections came out early in Denver, but we do know that if we do continue to develop correctly — here's the human resource focus again — we can enjoy economic development over a long time. In our area, elementary and secondary education is important . . . but most visible is the FRCC contribution to the human resource development [skilled, trained workers]. We [Adams County Economic Development] don't do a good job of selling the human resource aspect. Every 10 years we get loaded with demographics, but how to see our human resources is hard. Maybe a profile of our [FRCC] graduates in Adams County would help.

KC: Educators, particularly faculty, sometimes feel a danger in "just teaching to business." How would you respond to them?

JK: You know, sometimes I've looked at that as an excuse for the professors not to get out in the world. If they would talk to more business managers they would find out that they want the same things for the students [as the managers do].

KC: Are there formal ways that Adams County Economic Development makes available for that to happen? How might faculty meet more business managers?

JK: Lunches. Meetings, things in common. FRCC helped attract a big Lockheed Data

Center in Adams County. If they [faculty] would go take a look, they'd be amazed. This thing can spellcheck a 500-page document in 5/10 of a second! It's a $70 million investment. It's right over at 1501 Del Norte. We have two other big data centers here: Cigna Systems (life insurance) and the new BankOne. [You can] take your pick of industry — then, whatever FRCC is good at — do it!

KC: Is there anything you'd like to say or ask that I haven't covered?

JK: FRCC has come a long way in the last 10 years. I didn't even know the place existed for a long time! The college has really come out and presented itself well. I have to do that, too, and I represent the community. You have to sell yourself every day. I think the college's presence is being felt very positively in the community, not just in customized training, but in meeting the human resources needs of business: the skilled, trained workers.

SCANNING & CHANGE: A CONCRETE EXAMPLE

By Leo Giles

The direct impact of environmental scanning on the Management and Marketing programs at the Westminster campus of FRCC is a prime example of how environmental scanning is used to bring about change in higher education.

In the spring of 1990 the department began an extensive examination of its programs. The evaluation was the result of a felt need to upgrade the programs and curriculum. The process included all segments of the community: students, business, government, faculty, secondary education and higher education.

The evaluation process included the use of advisory committees for the Management

Leo Giles is chair of the Marketing and Management Department at FRCC's Westminster campus. Leo has some 25 years' experience in business management and education.

Degree program, the Marketing Degree program and the Logistics Degree program. These committees served as the vehicle by which to evaluate input from the community sectors and brainstorm ideas, and served as the catalyst for change.

Gathering Information

Information was gathered through the following methods:

- Surveying catalogs from 50 community colleges around the country that offered related degree programs.
- Group discussions with students about program strengths and weaknesses.
- Meetings with high school teachers to determine course duplication, student needs and program design.
- Meetings with economic development agencies and chambers of commerce leaders to evaluate the needs of the business community.
- Discussions with large and small employers to address their needs as well as their employees' needs in the areas of education.
- Discussions with business faculty and administrators at four-year institutions.

The evaluation process took place over a six-month period. The advisory committees met monthly to analyze and develop program revisions based on feedback from the discussion groups and information gathering meetings.

Four critical components, three phases

Feedback to the advisory committees indicated that there were four components critical to the future of our programs: program structure, course delivery, articulation agreements, and marketing. In order to properly address these components a departmental strategic plan was written to include three phases.

Phase I: Redefine the department focus. (This phase was completed by August 1991.)

Phase II: Enhance programs. New courses were developed, programs were redesigned, and five-week accelerated courses were implemented.

Phase III: Integrate articulation agreements with industry and high schools into the department programs, complete Tech-Prep initiatives in four of our academic programs, and develop a comprehensive marketing program to attract and retain students. (This phase will be completed by August 1994.)

The common thread in the environmental scan was the word "flexible." It would have been difficult to change a traditional non-flexible academic program into a flexible, dynamic program without input from the community to act as a catalyst for change. An environmental scanning process is vital as a tool in the process. By creating flexible degree programs that are tailored to students' needs, we are opening new opportunities for students to succeed. The program design, however, is not enough. We feel that in order for these programs to be healthy, courses must be flexible, articulation agreements must be in place, and then marketing should be centered on specific courses.

THE CHANGING ROLE OF WOMEN IN HIGHER EDUCATION

By Susan Hartman

Last September, two months prior to the presidential election, my 10 year-old son and I were discussing our upcoming trip to Washington, D.C. We were talking about all the interesting and exciting things we would see. He was curious if we would see the president of the United States. And then he asked me, "Mom, how come there has never been a woman president?"

How could I answer that question? How could I explain women's suffrage, barefoot and pregnant, liberation of women, equal pay for equal work, the women's movement, or Superwoman, to a 10 year-old so that it would make sense? How has it been explained to the world so that it makes sense?

As we reflect on how the female gender has moved through societal constraints, it is

Susan Hartman is responsible for the college's professional development programs. She is currently serving as treasurer of the National Council on Community Service and Continuing Education, an affiliate organization of the American Association of Community Colleges.

remarkable how quickly we arrived in comparison to similar movements. We do have women who are presidents of community colleges, universities, and higher education systems because some very strong, outspoken, risk-taking women began a movement for equality not too long in the distant past.

The question is: Where do we go from here? I believe we are in a time of balancing and capitalizing on the talents of each person. Balancing needs to take place in the hiring of women for top-level positions in organizations, balancing needs to take place in the attitude toward women, and balancing needs to take place in the quality of life.

The '90s are the time to see the numbers of women as community college presidents, university presidents and chancellors *equal* the number of males in similar positions. Now is the time to see the numbers increase of male secretaries, male nurses, female truck drivers, female backhoe operators, working married moms and stay-at-home dads. And more importantly, whatever an individual chooses to do, if the talent or desire is there, it's OK, accepted and respected.

The women's movement had to be a strong force to be heard and understood initially. It was at times even obnoxious. But the movement succeeded. We have been heard; and the greatest thing is that they're still listening. Now is the time to balance our attitude and become an integral part of society. It's time to balance our issues, respect individuals and be able to work together. Gender concerns are to be respected and understood. We need to be able to learn from our differences and create cohesive working teams to reach our educational goals successfully.

Lastly, the quality of life for women needs to be addressed. Instead of women who are working moms feeling as if they need to visit the copy room and get themselves duplicated so their family and their employer are both happy, we need to have a balancing of duties . . . *attitudinally,* with *all* parties involved.

With the development of family leave and flex-time, employers are contributing. Now, in addition to quality time given to their families, women need to create a better quality of life for themselves. (Tough thing to do; at times 36 hours in a day would be nice.) But if we all can get together and approach the issue in a balanced manner, we can have content families, happier employers and happier working women.

In answer to my son's question, I have to say, "Soon, son, soon."

DISTANCE LEARNING & THE FUTURE OF HIGHER EDUCATION

By Steve Tilson

"The times, they are a-changin'. . . ."
— Bob Dylan.

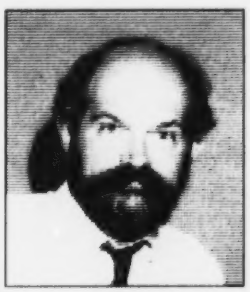
This country is in a period of transition. The days of good-paying, secure, low-skill manufacturing assembly-line jobs are gone, and a global economy based on fierce competition among high-tech service industries is being created. Also, as we approach the end of the century, we live in a society in which (theoretically) individuals can, on their own initiative and with very little in the way of specialized instruction or knowledge, gain access to and manipulate any piece of information ever collected, compiled, or composed by any human being in any language at any time in the history of the human race.

The ramifications of these changes are enormous. The effects on higher education are already evident. While funding from all sources is going to be reduced, demand, in terms of numbers of enrollments as well as for increased number, quality, and accessibili-

ty of offerings, will increase. This combination of higher demands on fewer resources is already being felt, not only in Colorado, but across the country.

Opportunities and dangers

The future prospects for the two-year college are complex. On the one hand, the new conditions that many four-year universities are struggling to adapt to are in many cases the very same that community colleges have had to contend with for years. Some recent studies of higher education have recognized that community colleges, with their emphasis on teaching and responsiveness to shifting community needs, are positioned to move into an important new role in the emerging education system of the end of the 20th century. On the other hand, the danger exists that economy-minded voters and legislatures will not differentiate between the bloated budgets of the research institutions and the already "lean and mean" two-year college operations. Skilful and timely political work is needed to keep this distinction clear in the minds of the people and their officials.



Steve Tilson is Manager of Distance Learning and a history instructor at Front Range. His background includes work with the National Endowment for the Humanities, teaching American history in Europe, and video production.

Evolving with our constituency

A greater danger is that two-year colleges will fail to rise to the challenge, and the opportunity, that this period of transition presents. We enjoy a reputation for economy, efficiency, and service. But the identity and needs of our constituency are constantly evolving, and we must evolve along with them.

Increasing numbers of our students are falling into the "non-traditional" category. They are older, part-time students, with jobs and families that restrict their time and energy. Many are simply not able to attend classroom sessions two or three days a week. Traditional methods of delivering instruction will not work for them. The electronic and telecommunications technologies that are used in Distance Learning provide one potent tool for meeting the needs of these students.

New methods for new situations

These methodologies are new to most college faculty, and adapting to them will require some substantial changes. Perhaps the most fundamental conceptual shift is the one basic to the whole idea of Distance Learning, that of distance. Students are not in the same room and may not even be in the same time frame as the instructor. Interaction will not be of the same kind or amount. Learning can take place, and in fact can be, in some sense and for some students, even more effective than in the traditional setting.

These "New Majority" students (they already represent over half of all postsecondary enrollments in the U.S.) come to higher education not only with different needs, but with a new source of motivation. The American workplace is changing as quickly as American society. High-tech computer and electronics industries pay well, but, as many workers here on the Front Range can attest, they do not provide job security. Technology changes at a dizzying pace, and today's market leader is obsolete tomorrow. It has been estimated that a person entering the American work force today can count on at

least two major career changes in his or her working life. This means that retraining has become a major item in the economy. Again, Distance Learning is the instructional venue that best fills this growing need.

The conversion has begun

The prospect of integrating technology on a large scale into the instructional process is daunting or distasteful to some educators. They doubt that the new methods can be effective, or they balk at their cost. The fact is, however, that the conversion has already, quietly and gradually, begun. There are few if any teachers left who do not routinely utilize technology to supplement their presentation of material in the classroom. The advantages of technology are too obvious, and the modern student is too used to technology, too adept at processing information in this way, not to use it. This in fact may be the reason which will finally drive the adoption of technology in education. The students of today were raised on television and Nintendo. They handle and rely on technology every day at their job. They expect it, demand it, and simply will not be bothered with instructional methods or institutions which do not use it.

Tom Gonzales has been president of FRCC since August of 1991. He has been a part of many national committees, including the Commission on the Skills of the American Workforce, which was established by the National Center on Education and the Economy.

FOSTERING DIVERSITY: A PRESIDENT'S VIEW

By Tom Gonzales

As I've tried to emphasize over the last year, Front Range Community College must become a high-performance organization of empowered people if we are to meet the changing needs of the 21st century. Diversity is a critical element in creating that empowered institution.

Our society is quickly becoming more diverse, and community colleges — founded on the principle of access for all — are bound to reflect that diversity. Diversity has many aspects: gender, cultural pluralism, learning and behavioral styles, age, values, and much more. This diversity must be recognized, cherished, and celebrated.

Some Statistics

Looking at our ethnically diverse populations, enrollment at FRCC compares favorably with the ethnic composition of the service area, as shown below:

	FRCC	1990 Census
Black	1.6%	0.6%
Native American	1.5%	0.5%
Asian	4.7%	1.8%
Hispanic	9.1%	7.9%
Total	16.9%	11.0 %

Perhaps more importantly, significant changes we have made in our recruitment, advising, student assistance and college climate have helped to retain minority students. A recent study showed that we graduate about the same percentage of minority students as of all students who enroll as freshmen.

Age is another aspect of diversity. Our students range in age from 12 to 92. The average age of the community college student is increasing — at FRCC it is about 30, and that average age continues to increase each year.

Moreover, our day and evening classes are equally popular, demonstrating a surge in working adult students. Most of our students are part-time, averaging approximately 8 credit hours per semester, which, again, tends to indicate a working adult. Our business and industry customized training programs aimed at retraining current workers (usually delivered at company sites) have also increased dramatically over the last three years. Last year, we served over 6,000 workers.

And women represent over 58% of FRCC's student population.

When considering diversity initiatives for our students and community, the considerations are somewhat daunting. Many of our students are the first generation of their family to receive a postsecondary education. Others are international students new to the United States. Some are minority or physically disadvantaged. A large segment of our customers are returning after as many as 10, 15 or 20 years away. Still others may simply not know in which educational or career direction they wish to go.

The best education for all students

To ensure that we provide *all* students with the best education, we need to guarantee them an intellectually stimulating environment with faculty of similar backgrounds, or faculty who are sensitive to and knowledgeable about diversity issues and willing to explore differences in their classrooms. And students should be able to find role models and mentors to assist them on their often confusing educational journey.

In the same vein, the community college should be committed to connecting with diverse elements of the local community, e.g. chambers of commerce, economic development agencies, secondary schools, community-based organizations, and businesses.

A legal issue or a valuable resource?

Unfortunately, many educational leaders continue to see diversity as a legal or social issue rather than a valuable resource to be nurtured and tapped. As a result, diversity in the workplace often means nothing more than superficial cultural events or discussion forums — when resources and time allow. Until college leaders, at all levels, perceive diversity as critical to the college's viability and future, diversity initiatives will not be a priority, and consequently any efforts at team collaboration will ultimately fall short.

The president's role

Community college presidents have a special role in promoting the understanding of diversity. They must exemplify a firm, unabiding commitment to diversity initiatives. They must constantly demonstrate their belief in its importance as one of the institution's most significant resources. In all areas of campus activity, e.g. governance, curriculum, instruction, retention, culture, student support services, and staff development, diversity must be a common thread.

At FRCC we have taken a number of proactive steps which illustrate our commitment to diversity. Among those steps are the following:

- **Strategic planning.** Beginning last year, we undertook a continuing, "grass roots," comprehensive strategic planning process to prepare us for tomorrow's challenges and opportunities. The definition of our values was a major part of the strategic planning process. Diversity emerged from that process as an important value that will guide our ongoing discussions about where we are and where we want to be.

- **Symbolism.** The motto in our official logo is "Excellence and Diversity." This conveys the message, every time anyone looks at an official college document, that we value diversity and the contributions it brings to our institution.

- **College workforce.** As we move toward a flexible and responsive matrix organization, we are in the fortunate position of having a pluralistic workforce that is a microcosm of

our community and society. Among administrators, faculty and staff, 17.8% represent minority populations. (In our service area, the overall percentage is 11%.) Many of our key administrative and instructional leaders reflect our diverse population as well: in particular, African-Americans, Hispanics, Asians, and women are well-represented. We continue to actively seek qualified candidates and new employees of diverse backgrounds.

• **College Council.** The President's Staff, composed of administrators, has been replaced by the College Council, a diverse constituency-based group of regular faculty, adjunct faculty, students and other stakeholders, as the highest advisory body to the president. This body has four "at-large" members whom the president can nominate to ensure diversity.

• **Recruitment and retention.** The Student Services division has recruited minority students to assist in the recruitment of other minority students to Front Range. Students assist with high school visitations and new student orientation programs. They also act as student mentors. We recently saw a noticeable increase in student retention, which we attribute largely to this program.

• **Instruction.** The Curriculum Committee, which oversees all our instructional efforts, has begun a new, high-priority initiative to incorporate diversity issues into the curriculum. At the same time, individual faculty have already taken the responsibility to incorporate diversity across the curriculum through research, faculty discussions, curriculum development, and team efforts.

• **Marketing.** College Relations has mounted a marketing campaign to recruit students of ethnic diversity. The media mix includes radio and newspaper ads, listings in directories, and special events for scholarships and recruitment.

• **Resources.** Diversity mini-grants were established by the Office for Institutional Diversity to encourage and support diversity efforts throughout the college. These efforts include curriculum development, student activities, and staff development.

Though much remains to be done, I think that the above initiatives are proof that FRCC has made excellent progress in this area.

I firmly believe that the most difficult challenge facing college presidents is not fiscal resource acquisition, or bricks and mortar, or battling bureaucracy. It's the challenge and responsibility to help our institutions embrace diversity. Only by taking advantage of the wealth of talent, knowledge and skills that diversity brings can we hope to guide our colleges toward the goal of providing new beginnings and opportunities *for all.*

NETWORKING: MUTUAL BENEFIT IS THE KEY

Interview with Jill Marce

Jill Marce is a manager of Business and Industry Services with the Continuing Education and Contracted Services Division. During a recent interview with **Kathleen Cain,** Jill discussed networking, an activity for which she shows a keen interest and skill.

KC: A prominent former Colorado educator once said of networking: "Oh, yeah, I know what that is. We all get together on Friday afternoon about four o'clock and exchange business cards, and then next week you call me and pick my brain and then you use all my ideas."

JM: Well, that's not true networking.

KC: What *is* true networking?

JM: You create relationships with people. You make yourself available to people so that

people think of you when a topic comes up, or you think of them. You or they know exactly where to go. Let me give you an example. A few years ago *Psychology Today* ran an article about networking. People were given the task of finding a white elephant [a real live one] in New York City. They could only use the phone book. It took five calls, but they found one. When you tell enough people what you need or want, you get it. Sometimes nobody has asked. It happens not just when you're looking for something [specific]. It helps pave the way. It saves time trying to read everything on a topic.

KC: How is networking different from ordinary human exchange?

JM: Networking is more conscious than ordinary human interaction. It's not *using* other people, like the experience the educator had. You build relationships. They're genuine. It's an exchange. Networking provides help and potential. You can help people be proactive in their community. It also serves as a deterrent [to] controlling information.

KC: Who should network?

JM: Anybody! We can all do more.

Jill Marce has been with Front Range Community College since 1989. Her previous experience includes teaching in Michigan, working as a core trainer at StorageTek, and sales in the employment industry.

KC: How can faculty network?

JM: With students. We can get a lot of information from students when we're not just grading their stuff!

KC: How has networking helped the college?

JM: We've found out about companies that are growing, companies for the Colorado First initiative. We've found out about economic development. We've established relationships with individuals in companies. We've found out about companies that need money or training, we can help bring the resources together. If there's a problem in one area that may have been solved by another company, we can say, hey, you might want to take a look at how this group solved a similar problem.

KC: How can we improve our networking?

JM: In the technical areas [we should network] not just with our cohorts, but also [with] companies. Mark Doty [a former FRCC philosophy instructor] is a perfect example — he teaches philosophy but works in the corporate world. It's always said of us in education that we're not in the "real world." I've taught in both the public and the private sector, and I know that we need to understand each other better. The companies are "students" at a certain level. We need to ask the specifics of companies — technical writing, for example — for feedback on how we need to upgrade. Another example is a company who says it needs "literacy training." When we explore it, we find that the meaning is scattered, that it works at many different levels. We have to understand each other.

KC: What are some ways that people might network that are not so obvious?

JM: Things that can happen might be at the inservice, where we all tend to clump together. If we talk to people who are not all in our niche, then we get feedback. We can listen. We limit ourselves way too much.

KC: What are your favorite networking sources?

JM: The world!

KC: Any others?

JM: Professional organizations, chambers of commerce, lunches with clients, political meetings . . . , conventions, my hairdresser.

KC: How did you network with your hairdresser?

JM: I got a great idea for an ad.

KC: Any others?

JM: The Colorado Issues Network. Lots of people use networking and don't even know it. Finding out where to groom the dog, where to get clothes for a special occasion — that's networking. I think it's fear of rejection that holds them back from a lot of fun things. Or it may not seem useful immediately, even though it might be down the road.

KC: Anything else?

JM: Yes. Another idea about what networking does. It allows you to take an idea and test its credibility ahead of time.

Mary F. Johnston has taught nursing at FRCC's Westminster campus since 1980. She has 33 years of nursing experience, and was named 1991-92 Master Teacher of the Year at the Westminster campus.

COLLABORATION: A DELIBERATE PROCESS

By Mary F. Johnston

Members of the FRCC-Westminster nursing faculty are most familiar with the collaboration that takes place within teamwork. Faculty or team collaboration is not always an easy task. When it is successful and goals are met, the group is often viewed by outsiders as having something special going for them. Often it is said that the team works so well because the members think alike and reach consensus easily. What is not seen by outsiders is the amount of time that is spent painstakingly working on team building.

Teamwork: essential, but not inborn

Nearly every group leader or manager favors and supports teamwork, and in fact many feel it is essential. But very few organizations institute any measures to ensure team effectiveness, and few managers start the process on their own without organizational support. It is as though they feel that people ought to know how to work together without any training or development activity.

Many managers have difficulty clearly defining what a good team is, though they do have a sense of what poor teamwork is. With *ineffective teamwork,* comments such as the following will be heard:

"It's no fun working with these people — they are too involved with their own assignments to help anyone else."

"Nothing is ever accomplished around here, all we do is talk a lot."

"We never set goals or make plans. We don't work together. One person does most of the talking. Meetings are a waste of time."

"I don't trust anyone I work with."

"I like some people I work with but there are others who bother me and I do everything I can to avoid them."

The nursing faculty has found that the most critical factor in team building or collaboration is the degree of commitment by each faculty member to *building* an effective working team. This commitment to group collaboration follows from the ownership that each of them takes in their commitment to open access for students and the pursuit of excellence. The philosophy of the nursing program is upheld by the faculty both collectively and individually, and mutual accountability is shared. The faculty must rely on group collaboration if each member is to experience optimum success and achieve our goals.

Methods of maintaining vitality

There are several methods that have been used to keep the nursing faculty revitalized. During faculty meetings the group is challenged with the latest facts and information in nursing and nursing education in an effort to keep the program on the leading edge. At the beginning of each meeting a certain amount of time is allotted for members to just share what is going on in their courses, to visit and have fun while nourishing the body with delectable snacks.

Brainstorming, or the think-tank session, is a frequently used method to build teamwork. By spending time looking at possible ways of doing something different, creativity is stimulated. Channels of communication are opened. Rather than being prejudged because of attitudinal or rational arguments, experimentation with new ideas takes place. Every idea gets a chance. Concepts are evaluated on their merits, not according to the originator. Risk taking and listening are encouraged, and members are given support and recognition for their ideas and individual achievements.

Retreats for rebuilding

Besides scheduling faculty retreats for curriculum revision and course planning, the faculty uses them to rebuild collaboration if it seems that the team has perhaps lost sight of its mission, or if the group seems to be working ineffectively because of personal relationships. Exercises require members to take personal inventory on how they work in groups. Questions such as "What persons do I work with best, and why?" or "Which persons do I dread working with, and why?" are asked. Answers are not shared with group members. They look at how they can focus on the good qualities, not the bad, of the persons they find the least desirable to work with. Finally, members look at what they can do, directly or indirectly, to improve relationships by changing their own behaviors.

Occasionally conflict resolution has to be used when problems arise. Descriptive rather than judgmental feedback is given in an effort to help an individual or group to consider changing behavior that adversely affects others, or acts as a roadblock to achieving goals. The group may receive feedback from members of the group, from outside "consultants" who observe from an objective perspective, or through questionnaires, reaction sheets or interviews from members.

Finally — We need each other

All faculty members have a sense of mission and share common values. They stay close to the students they serve and put motivation and development at the top of their priorities. I would describe our nursing faculty as a unified, cohesive group of people, each of whom has special expertise and functions, in which each person acknowledges the need for the resources, the support, and the commitment of others to get the job done.

A SYSTEMATIC APPROACH: THE TIMES DEMAND IT

By Dave Braman

It is my judgment that the most prominent leadership role Front Range Community College can perform on a local and national scale is the advancement of instruction that is current with workforce needs for high skills, abilities and knowledge. To produce the systems thinker demanded in today's workplace, FRCC staff must perform as a system.

FRCC is in a particularly advantageous position to accomplish this for the following reasons:

1. Our service area contains a wealth of business and industry engaged in developing high-performance training. We are exceptionally well connected with these companies, enough to benefit from their analysis of workforce development needs and to be a direct partner in providing the education and training to support their goals. We, in turn, have an invaluable opportunity to profit in curriculum direction and other resources from these partnerships.

2. FRCC has unusually strong experience and capacity for collaboration between the CE/CS unit and other instructional and support divisions. We do not have the attitudinal barriers between outreach and campus, credit and non-credit delivery that most other colleges face. We have existing co-management arrangements with projects that both deliver to industry and have significant institutional influence.

3. We have experience with the demands of managing change, and that should allow us to better anticipate how to orchestrate the complexities and chaos of change dynamics. This kind of experience — with projects that force dramatic change, like the AT&T project — will be commonplace for most institutions to cope with in the near future.

4. We have the major program components and instructional experience from Tech Prep, adult entry workplace literacy, retraining, and sophisticated organizational analysis activities in customized training to support a versatile continuum of learning services.

The achievement of a pre-eminent position in learning leadership will require the mobilization of *thinking* resources or team learning and the declaration of this activity as a priority, second to none.

Recurring themes

Certain themes have occurred repeatedly in discussions with representatives in the fields of manufacturing technology, advanced skills electronics, bio-technology and maintenance of computer networks. The accuracy of my interpretations, or the implications drawn from these discussions, is not so important as that we have a common base of scanning data on which to design a holistic instructional strategy.

Dave Braman is dean of Continuing Education/Contracted Services at Westminster. In his 22 years at FRCC he has held various administrative positions. His division has won several national awards, including the prestigious "Keeping America Working" award.

PERSPECTIVES

1. The advanced-skill technician will assume responsibilities and tasks performed, heretofore, by engineers.

2. Education/training of the advanced skill technician will require more than two years (up to three years) of college.

3. To make programs affordable by the college and current to standards, industry will have to routinely contribute time of their employees to develop curriculum, serve on advisory committees, contribute or provide access to technology, support work internships for faculty, support preceptor-style internships for students, support costs of staff development and curriculum development.

4. It will be our job to bring students' skills and knowledge to a level where they can be customized to the specific operations of particular businesses. Just as businesses will have to adjust their products to market changes, we will have to produce students who are adaptable to different company cultures and changes of operations.

5. The business-industry sector will have to become more effective at on-the-job training (e.g. "work-embedded training") to bridge the skills gap of the generally prepared student. Customized training should assist companies to design on-the-job training systems.

6. Effective companies will have "just in time" training resources. Effective community colleges will have "just in time" training resources and methods in vocational programs and customized training delivery — that is, a means to expedite training processes to meet rapid changes in product demand.

7. Companies will need workers who can perform on integrated systems. Accordingly, what we think of today as vocational programs will have to be dynamic, highly integrated learning systems. Student training, for example, will be across such fields as robotics, drafting, electronics, machining, automated systems and computer programming. Specialty tracks, particularly in programming, will be offered to accommodate occupational options and demand for high-end skills.

An implication of this is that the college, when determining occupational program direction, should examine the integrative potential of new programs with existing programs.

8. Consistent with the preparation of students to be adaptable and to perform on integrated systems, systems thinking will need to be a strong emphasis in the instructional and learning process. Related intellectual qualities and skills are, arguably, problem solving, process elimination, critical thinking, troubleshooting, abstract and deductive reasoning, fluid thinking, interrelationship recognition, conceptualizing.

9. Staff development needs for occupational preparation and retraining include training of instructors in systems thinking — problem solving methods, customization processes, working with industry in program development, coping with change, presentation skills, instructing in the industrial setting, technology readiness, etc.

10. The needs of the worker for skills and knowledge in reading, writing, computation, team building, decision making, critical thinking, interpersonal communications, cul tural diversity, learning to learn, computer literacy etc. has vast implications for the role of general education and liberal arts in preparing the workforce.

11. The argument over the relative value of, and difference between, training and education will become increasingly academic as we learn to blend technological and general education instruction to make the learner ready for the workplace.

12. To lead instruction, college administrators need to know more about learning theory and instructional design principles,

a) to determine staff development needs

b) to facilitate decisions on course structure options, discipline integration, learning sequences, multimedia use, balancing theory and application, customization, etc., and

c) to respond to industry expectations that we can advise them on effective instruction, learning and evaluation methods.

While we expect to be taught worker competency and technology needs by business, they expect us to be the pedagogical and learning experts.

13. The style and ingredients of instructional delivery and curriculum will increasingly be influenced by the influx of learners with specific job upgrading and retraining objectives, and by industry site delivery to the existing workforce. To achieve enrollment growth in the occupational programs, the instructional needs of this group will have to be accommodated, along with those of the adult entry, Tech-Prep, and bridge learner.

14. There will be increasing demand from the public and industry for compressed instructional formats (same learning delivered in less time). Administrators need to know more about adult learning thresholds, accelerated learning, instructional methods in intensified courses, etc., to plan for this form of curriculum delivery.

15. It will be increasingly difficult to balance our application of resources, both to businesses with less-advanced practices and to those practicing state-of-the art while these production stages sort out. A large segment of business will lag in installing new technology and full quality measures. At the same time, it is predicted that the demand for the advanced-skill technician may be slow.

16. Administrators will need sophisticated environmental scanning, market and labor research data bases to make appropriate decisions on instructional forms and occupational directions.

17. It is recognized that a comprehensive learning continuum requires coordination of Tech-Prep, assessment, developmental education and workplace literacy, adult entry level in vocational programming, entry through advanced skill levels in customized training, retraining, advanced-skill campus programs, and social service supports, among other elements. In planning such a "seamless" system, administrators will grapple with problems of differing enrollment and market demand for these components and attendant issues of how to weight resource distribution.

18. The two most important elements in achieving an exemplary learning system at FRCC are these:

a) Making it the top priority to invest in the knowledge base and continuous improvement of faculty.

b) Instilling a learning organization approach to building a learning system.

STATISTICAL SNAPSHOTS

The following pages provide a statistical "snapshot" of 15 primary communities and four counties that make up the FRCC service area. This information about the people we serve has been extracted from the **CEDIS** (Colorado Economic Development Information Service) database, which includes the 1990 U.S. Census for Colorado, as well as publications from the cities and counties, chambers of commerce and local business publications.

This report isn't intended to be read at one sitting — or even several sittings. Hopefully, it will find a place on your bookshelf, one within reach so you can refer to it again during the next year, and use it as you would any reference book. It does not analyze the data it contains, but it does take the first step toward analysis by providing the "snapshot" view.

More detailed data is available from the sources mentioned above, the specific titles of which are listed on page 64. This data can be used for program planning and review, marketing, grant writing, and a host of other college activities. For example, the next file to be released by the U.S. Census Bureau (and included on the CEDIS database) will contain more detailed information about people with disabilities.

The Office of the Special Assistant to the President is committed to making more of this information available to faculty, staff and administrators upon request and as program needs indicate. The environmental scanning team will be helping in the effort to identify, collect and report data in a practical, useful way. For more information, contact Kathleen Cain at ext. 339.

ECONOMIC TRENDS

• While the average per capita income of Colorado residents ranks sixteenth among the 50 states, Colorado ranks forty-first in the nation in income distribution . . . .

• As the state's economy becomes more fully integrated into the global economy, the numerous disparities now apparent among Coloradans may increase during the 1990s. Increased disparity could have serious consequences, such as political instability, a growing underclass of uneducated people, a large middle class that is increasingly poor, public health problems, rising poverty rates and increased demands for social services.

• Many of Colorado's 63 counties will need assistance to build and sustain the requisite physical and technological infrastructure and skilled workforce if they are to be successful in the global economy.

— ***Choices for Colorado's Future***

ADAMS COUNTY

Adams County stretches from the foothills of the Rockies to the eastern Colorado plains, making up the northern tier of the six-county Denver metropolitan area. Western urbanized Adams County includes all or portions of the cities of Arvada, Aurora, Brighton, Broomfield, Commerce City, Federal Heights, Northglenn, Thornton and Westminster. Situated in a fast-growing area, Adams County is a diverse, cosmopolitan county supported by a broad base of business and industry. A wide price range of housing is available for the county's diverse workforce.

Labor Force by Place of Residence

	1987	1988	1989	1990	1991
EMPLOYMENT					
Adams County	136,122	138,410	137,572	142,907	142,335
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003
UNEMPLOYMENT					
Adams County	13,434	10,879	9,384	8,114	7,428
Planning Region 3	71,181	59,381	52,993	46,448	46,293
Colorado	130,326	110,002	98,004	87,002	87,001
TOTAL LABOR FORCE					
Adams County	149,556	149,289	146,956	151,021	149,763
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003

1990 Employment by Sector by Place of Work

ECONOMIC SECTOR	COUNTY	%	REGION 3	%	COLORADO	%
Total Employment	126,465	100.0	1,224,902	100.0	2,009,216	100.0
Farming	1,562	1.2	5,395	0.4	43,597	2.2
Total Non-Farming	124,903	98.8	1,219,507	99.6	1,965,619	97.8
Ag. Serv., Forestry, Fisheries & Other	922	0.7	—	—	18,870	0.9
Mining	758	0.6	16,590	1.4	26,552	1.3
Construction	8,028	6.3	54,824	4.5	99,667	5.0
Manufacturing	12,325	9.7	129,885	10.6	200,943	10.0
Transportation & Public Utilities	13,462	10.6	78,345	6.4	106,711	5.3
Wholesale Trade	10,083	8.0	—	—	88,055	4.4
Retail Trade	23,187	18.3	198,948	16.2	338,650	16.9
Finance, Insurance & Real Estate	8,259	6.5	—	—	177,758	8.8
Services	29,086	23.0	372,586	30.4	576,939	28.7
Govt. & Govt. Enterprises	18,793	14.9	174,481	14.2	331,474	16.5

Per Capita Income

	1986	1987	1988	1989	1990
Adams County	$13,346	$13,580	$14,184	$15,016	$16,061
Planning Region 3	$16,892	$17,479	$18,410	$19,652	$20,848
Colorado	$15,235	$15,767	$16,625	$17,768	$18,811

ADAMS COUNTY

1989 (Census) Family Income Distribution

INCOME	COUNTY	REGION 3	COLORADO
Median	$34,618	$40,597	$35,930
Less than $5,000	3.8%	3.0%	3.4%
$5,000 to $14,999	10.7%	8.9%	11.6%
$15,000 to $24,999	22.0%	17.3%	20.9%
$25,000 to $34,999	14.1%	11.9%	12.5%
$35,000 to $49,999	25.1%	22.4%	21.5%
$50,000 to $74,999	18.2%	22.2%	19.0%
$75,000 to $99,999	4.2%	7.9%	6.2%
$100,000 to $149,999	1.4%	4.2%	3.3%
$150,000 or more	0.5%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	26.5	30.7	15.8%
0 to 5	25,658	27,581	7.5%
6 to 17	52,692	49,350	-6.3%
18 to 24	36,679	26,296	-28.3%
25 to 44	76,424	94,724	23.9%
45 to 64	41,361	46,933	13.5%
65 & Over	13,130	20,154	53.5%
Total	245,944	265,038	7.8%

Educational Attainment of Persons 25 Years & Older

	COUNTY	REGION 3	COLORADO
No High School Diploma	21.2%	13.8%	15.6%
High School Graduate only	35.0%	24.6%	26.5%
Some College, no degree	23.7%	24.4%	24.0%
Associate Degree	7.1%	6.7%	6.9%
Bachelor's Degree	9.4%	20.3%	18.0%
Postgraduate Degree	3.6%	10.1%	9.0%

BEST COPY AVAILABLE

ADAMS COUNTY

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	11,530	11,093	696	653	118	167	359	377	1,190	1,058	13,893	13,348
6–17	21,608	20,015	1,061	883	186	223	741	685	2,244	1,948	25,840	23,754
18–24	10,885	10,668	400	556	148	227	357	321	892	1,087	12,682	12,859
25–44	41,435	41,265	1,657	1,463	483	414	1,007	1,037	3,257	3,062	47,839	47,241
45–64	21,147	22,000	512	495	204	194	455	494	942	978	23,260	24,161
65 +	7,847	10,862	77	132	49	17	369	285	226	297	8,568	11,593
TOTAL	114,452	115,903	4,403	4,182	1,188	1,242	3,288	3,199	8,751	8,430	132,082	132,956

Work Disability and Mobility Status by Sex by Employment Status

	M	F
WITH A WORK DISABILITY		
IN LABOR FORCE		
Employed	3,821	2,336
Unemployed	707	311
NOT IN LABOR FORCE		
Prevented from working	4,964	6,403
Not prevented from working	1,126	1,145
NO WORK DISABILITY		
IN LABOR FORCE		
Employed	68,183	58,544
Unemployed	4,466	3,687
NOT IN LABOR FORCE	10,948	25,915

	M	F
WITH A MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	371	410
Unemployed	84	38
NOT IN LABOR FORCE	1,703	3,434
NO MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	71,633	60,470
Unemployed	5,089	3,960
NOT IN LABOR FORCE	15,335	30,029

Major Employers

NAME OF FIRM	PRODUCT/SERVICE	EMPLOYEES
Fitzsimons Army Medical Center	U.S. Army hospital	3,915
AT&T	Business communication systems	2,600
Adams Twelve— Five Star Schools	Elementary & secondary schools	2,449
United Parcel Service	Parcel delivery service	1,925
NW Transport Service Inc.	Trucking	1,700
Western-Mobile Inc.	General contracting, ready mix concrete, construction, aggregate supply, asphalt materials, and asphalt paving	1,575
Adams County School District 50	Public school system	1,241
Adams County Government	County government	1,200
King Soopers	Retail grocer (9 stores in Adams County)	1,102
Denver Merchandise Mart	Wholesale market center & trade show complex (400 + tenants. estimated 800 employees)	149 FT

ARVADA

(Adams and Jefferson Counties)

Located in the northwestern quadrant of the Denver Metro area, Arvada is a significant participant in the urban area. Incorporated in 1904 with a population of 600, Arvada now, with over 90,000 residents, is the sixth-largest city in Colorado. Although its history is tied to the Colorado Gold Rush and agriculture, Arvada's economic climate can now best be described as one of small businesses in the service sector, primarily family-owned and -operated, with some manufacturing. The city's pride is the Arvada Center for the Arts and Humanities, which has a regional and national reputation for musical and dramatic presentations, gallery and museum exhibits, and classes.

1989 (Census) Family Income Distribution

INCOME	ARVADA	COUNTY	REGION 3	COLORADO
Median	$43,771	—	$40,597	$35,930
Less than $5,000	2.2%	—	3.0%	3.4%
$5,000 to $14,999	5.9%	—	8.9%	11.6%
$15,000 to $24,999	15.1%	—	17.3%	20.9%
$25,000 to $34,999	11.4%	—	11.9%	12.5%
$35,000 to $49,999	26.9%	—	22.4%	21.5%
$50,000 to $74,999	27.2%	—	22.2%	19.0%
$75,000 to $99,999	8.0%	—	7.9%	6.2%
$100,000 to $149,999	2.8%	—	4.2%	3.3%
$150,000 or more	0.6%	—	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Arvada	5,543	6	2,320	10	424	6	1,228	5
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Jefferson County	24,926	6	8,436	7	2,039	6	4,990	4
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Arvada	84,576	89,218	91,004	N/A	5.5%
Adams County	245,944	265,038	270,554	365,673	7.8%
Jefferson County	371,753	438,430	448,609	530,715	17.9%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

ARVADA

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	28.2	33.1	17.4%
0 to 5	7,626	8,184	7.3%
6 to 17	20,079	16,475	-17.9%
18 to 24	9,813	7,793	-20.6%
25 to 44	28,830	31,480	9.2%
45 to 64	14,351	18,505	28.9%
65 & Over	3,877	6,798	75.3%
Total	84,576	89,218	5.5%

Educational Attainment of Persons 25 Years & Older

	ARVADA	COUNTY	REGION 3	COLORADO
No High School Diploma	11.6%	—	13.8%	15.6%
High School Graduate only	29.4%	—	24.6%	26.5%
Some College, no degree	27.0%	—	24.4%	24.0%
Associate Degree	6.9%	—	6.7%	6.9%
Bachelor's Degree	17.7%	—	20.3%	18.0%
Postgraduate Degree	7.4%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	3,796	3,729	31	6	5	18	95	58	209	120	4,136	3,931
6–17	7,839	7,396	51	42	11	12	282	270	291	178	8,474	7,898
18–24	3,591	3,457	32	20	31	29	87	92	140	171	3,881	3,769
25–44	14,546	15,257	109	51	87	113	328	262	519	492	15,589	16,175
45–64	8,731	9,077	18	11	33	45	143	175	136	101	9,061	9,409
65 & Over	2,647	3,937	16	24	9	10	48	41	15	20	2,735	4,032
TOTAL	41,150	42,853	257	154	176	227	983	898	1,310	1,082	43,876	45,214

BOULDER

(Boulder County)

Boulder is the home of the University of Colorado's main campus with an enrollment of 26,000 undergraduate, graduate and professional students. In addition, the community is a center for research and high technology manufacturing. Nestled against the foothills of the Rocky Mountains' Front Range, Boulder is also a prime recreation area for activities including backpacking, hiking, cycling, water sports and skiing. The community is the cultural center of the county and hosts the annual Shakespeare Festival in addition to a variety of musical and theatrical performances.

1989 (Census) Family Income Distribution

INCOME	BOULDER	COUNTY	REGION 3	COLORADO
Median	$46,208	$43,782	$40,597	$35,930
Less than $5,000	3.6%	2.3%	3.0%	3.4%
$5,000 to $14,999	9.3%	7.6%	8.9%	11.6%
$15,000 to $24,999	13.9%	15.6%	17.3%	20.9%
$25,000 to $34,999	8.9%	10.5%	11.9%	12.5%
$35,000 to $49,999	19.0%	22.3%	22.4%	21.5%
$50,000 to $74,999	23.9%	24.5%	22.2%	19.0%
$75,000 to $99,999	11.7%	9.6%	7.9%	6.2%
$100,000 to $149,999	6.3%	5.0%	4.2%	3.3%
$150,000 or more	3.3%	2.4%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Boulder	14,393	19	1,641	13	502	8	1,196	7
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Boulder	76,685	83,312	86,117	N/A	8.6%
Boulder County	189,625	225,339	228,929	278,364	18.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

BOULDER

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	25.9	29.0	12.0%
0 to 5	3,611	4,776	32.3%
6 to 17	9,706	7,843	-19.2%
18 to 24	23,233	21,944	-5.5%
25 to 44	25,444	30,778	21.0%
45 to 64	9,266	11,439	23.5%
65 & Over	5,425	6,532	20.4%
Total	76,685	83,312	8.6%

Educational Attainment of Persons 25 Years & Older

	BOULDER	COUNTY	REGION 3	COLORADO
No High School Diploma	5.1%	8.7%	13.8%	15.6%
High School Graduate only	10.8%	20.1%	24.6%	26.5%
Some College, no degree	20.4%	22.6%	24.4%	24.0%
Associate Degree	4.8%	6.5%	6.7%	6.9%
Bachelor's Degree	32.8%	25.7%	20.3%	18.0%
Postgraduate Degree	26.1%	16.4%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	2,161	2,100	21	30	18	7	97	105	60	97	2,357	2,339
6–17	3,559	3,486	28	48	50	63	164	174	114	123	3,915	3,894
18–24	10,718	9,206	197	133	77	70	545	470	289	217	11,826	10,096
25–44	15,265	13,870	197	103	99	99	667	608	321	242	16,549	14,922
45–64	4,931	5,545	57	41	18	7	136	135	28	54	5,170	5,782
65 & Over	2,253	4,120	0	10	6	0	20	44	0	9	2,279	4,183
TOTAL	38,887	38,327	500	365	268	246	1,629	1,536	812	742	42,096	41,216

BOULDER COUNTY

Boulder County is located in north central Colorado and is classified as part of the Denver Metropolitan Area. The county contains 748 square miles. The largest single economic influence in the county is the University of Colorado, with an enrollment of 26,000 students, more than 5,000 employees, and a monthly payroll of over $14 million.

The county is the center for research and high-technology manufacturing in Colorado. Located near the foothills of the Front Range, Boulder County is also a prime recreation area for activities including backpacking, hiking, cycling, water sports and skiing.

Labor Force by Place of Residence

	1987	1988	1989	1990	1991
EMPLOYMENT					
Boulder County	120,473	126,883	127,941	134,178	136,366
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003
UNEMPLOYMENT					
Boulder County	7,265	6,436	5,975	5,099	4,967
Planning Region 3	71,181	59,381	52,993	46,448	46,293
Colorado	130,326	110,002	98,004	87,002	87,001
TOTAL LABOR FORCE					
Boulder County	127,738	133,319	133,916	139,277	141,333
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003

1990 Employment by Sector by Place of Work

ECONOMIC SECTOR	COUNTY	%	REGION 3	%	COLORADO	%
Total Employment	157,460	100.0	1,224,902	100.0	2,009,216	100.0
Farming	1,530	1.0	5,395	0.4	43,597	2.2
Total Non-Farming	155,930	99.0	1,219,507	99.6	1,965,619	97.8
Ag. Serv., Forestry, Fisheries & Other	1,047	0.7	—	—	18,870	0.9
Mining	499	0.3	16,590	1.4	26,552	1.3
Construction	7,045	4.5	54,824	4.5	99,667	5.0
Manufacturing	31,496	20.0	129,885	10.6	200,943	10.0
Transportation & Public Utilities	3,131	2.0	78,345	6.4	106,711	5.3
Wholesale Trade	3,699	2.3	—	—	88,055	4.4
Retail Trade	25,688	16.3	198,948	16.2	338,650	16.9
Finance, Insurance & Real Estate	10,245	6.5	—	—	177,758	8.8
Services	46,193	29.3	372,586	30.4	576,939	28.7
Govt. & Govt. Enterprises	26,887	17.1	174,481	14.2	331,474	16.5

Per Capita Income

	1986	1987	1988	1989	1990
Boulder County	$17,311	$18,324	$19,098	$20,389	$21,426
Planning Region 3	$16,892	$17,479	$18,410	$19,652	$20,848
Colorado	$15,235	$15,767	$16,625	$17,768	$18,811

BOULDER COUNTY

1989 (Census) Family Income Distribution

INCOME	COUNTY	REGION 3	COLORADO
Median	$43,782	$40,597	$35,930
Less than $5,000	2.3%	3.0%	3.4%
$5,000 to $14,999	7.6%	8.9%	11.6%
$15,000 to $24,999	15.6%	17.3%	20.9%
$25,000 to $34,999	10.5%	11.9%	12.5%
$35,000 to $49,999	22.3%	22.4%	21.5%
$50,000 to $74,999	24.5%	22.2%	19.0%
$75,000 to $99,999	9.6%	7.9%	6.2%
$100,000 to $149,999	5.0%	4.2%	3.3%
$150,000 or more	2.4%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	27.4	31.6	15.3%
0 to 5	14,075	18,943	34.6%
6 to 17	33,169	32,936	-0.7%
18 to 24	36,527	32,781	-10.3%
25 to 44	66,207	86,366	30.4%
45 to 64	26,772	37,104	38.6%
65 & Over	12,875	17,209	33.7%
Total	189,625	225,339	18.8%

Educational Attainment of Persons 25 Years & Older

	COUNTY	REGION 3	COLORADO
No High School Diploma	8.7%	13.8%	15.6%
High School Graduate only	20.1%	24.6%	26.5%
Some College, no degree	22.6%	24.4%	24.0%
Associate Degree	6.5%	6.7%	6.9%
Bachelor's Degree	25.7%	20.3%	18.0%
Postgraduate Degree	16.4%	10.1%	9.0%

BOULDER COUNTY

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0-5	8,606	8,512	47	84	66	81	292	237	360	366	9,371	9,280
6-17	15,653	14,451	106	101	198	164	443	443	724	677	17,124	15,836
18-24	15,697	13,942	250	149	108	74	645	581	706	451	17,406	15,197
25-44	41,428	40,259	392	200	261	298	1,108	1,118	1,308	948	44,497	42,823
45-64	17,366	17,963	105	89	58	51	273	344	255	253	18,057	18,700
65 & Over	6,508	10,196	9	17	11	20	51	57	62	117	6,641	10,407
TOTAL	105,258	105,323	909	640	702	688	2,812	2,780	3,415	2,812	113,096	112,243

Work Disability and Mobility Status by Sex by Employment Status

	M	F
WITH A WORK DISABILITY		
IN LABOR FORCE		
Employed	2,810	2,076
Unemployed	324	216
NOT IN LABOR FORCE		
Prevented from working	2,609	3,954
Not prevented from working	667	811
NO WORK DISABILITY		
IN LABOR FORCE		
Employed	65,429	54,227
Unemployed	3,063	2,536
NOT IN LABOR FORCE	13,402	24,993

	M	F
WITH A MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	159	295
Unemployed	48	50
NOT IN LABOR FORCE	1,003	2,361
NO MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	68,080	56,008
Unemployed	3,339	2,702
NOT IN LABOR FORCE	15,675	27,397

Major Employers (Private Sector)

COMPANY	EMPLOYEES
StorageTek	4,900
IBM Corporation	2,900
Ball Aerospace	1,772
Neodata Services	1,736
Longmont Foods	1,252
Valleylab, Inc.	935
Exabyte Corporation	905
Safeway, Inc.	857
U.S. West, Inc.	767
Geneva Pharmaceuticals	660
Maxtor Corporation	659

Major not-for-profit employers include Boulder Valley Schools, the University of Colorado, Boulder County, Boulder Community Hospital, and the City of Boulder.

BRIGHTON

(Adams and Weld Counties)

Brighton originated at the junction of the Denver Pacific and Boulder Valley railroads, and was originally called Hughes Station. It was renamed and incorporated in 1887, and became the Adams County seat in 1904. Its economic foundation was built on agriculture. In the 1970s and early '80s gas and oil industries added to this foundation and in recent years the economy has become more diversified. Today Brighton is a well-rounded suburb of 14,500 people offering affordable business opportunities and metropolitan amenities.

1989 (Census) Family Income Distribution

INCOME	BRIGHTON	COUNTY	REGION 3	COLORADO
Median	$32,697	—	$40,597	$35,930
Less than $5,000	4.4%	—	3.0%	3.4%
$5,000 to $14,999	17.5%	—	8.9%	11.6%
$15,000 to $24,999	20.4%	—	17.3%	20.9%
$25,000 to $34,999	11.9%	—	11.9%	12.5%
$35,000 to $49,999	23.9%	—	22.4%	21.5%
$50,000 to $74,999	15.7%	—	22.2%	19.0%
$75,000 to $99,999	4.8%	—	7.9%	6.2%
$100,000 to $149,999	1.5%	—	4.2%	3.3%
$150,000 or more	0.0%	—	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Brighton	1,751	13	704	17	214	14	421	12
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Weld County	19,594	15	7,052	19	1,564	12	3,622	11
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Brighton	12,773	14,203	14,468	N/A	11.2%
Adams County	245,944	265,038	270,554	365,673	7.8%
Weld County	123,438	131,821	135,352	155,522	6.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

BRIGHTON

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	27.5	31.7	15.3%
0 to 5	1,371	1,357	-1.0%
6 to 17	2,796	2,761	-1.3%
18 to 24	1,649	1,303	-21.0%
25 to 44	3,576	4,690	31.2%
45 to 64	2,073	2,428	17.1%
65 & Over	1,308	1,664	27.2%
Total	12,773	14,203	11.2%

Educational Attainment of Persons 25 Years & Older

	BRIGHTON	COUNTY	REGION 3	COLORADO
No High School Diploma	29.5%	—	13.8%	15.6%
High School Graduate only	34.1%	—	24.6%	26.5%
Some College, no degree	18.3%	—	24.4%	24.0%
Associate Degree	5.1%	—	6.7%	6.9%
Bachelor's Degree	8.1%	—	20.3%	18.0%
Postgraduate Degree	5.0%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	559	457	0	9	8	14	4	0	145	131	716	611
6–17	1,147	1,072	13	21	0	0	23	15	302	223	1,485	1,331
18–24	520	491	19	0	0	0	0	4	48	121	587	616
25–44	1,968	1,818	89	6	20	7	3	15	409	412	2,489	2,258
45–64	1,116	1,107	28	13	4	0	18	9	90	91	1,256	1,220
65 & Over	583	929	0	5	0	0	16	19	49	30	648	983
TOTAL	5,893	5,874	149	54	32	21	64	62	1,043	1,008	7,181	7,019

BROOMFIELD

(Adams, Boulder, Jefferson, and Weld Counties)

Strategically located between Denver and Boulder, Broomfield began in the late 1950s as Colorado's first master-planned community. In 1961 the community was incorporated and began providing its residents with urban services. In the 20-plus years since then, Broomfield has grown from a small rural service area to a city of about 23,600.

Broomfield's economy is well diversified, with significant employment in manufacturing, services, retail and wholesale trade, government, and construction.

Most of Broomfield's industrial development is in Boulder County, which supports the highest concentration of manufacturing in Colorado. Approximately 29 percent of the county workforce is employed by manufacturers, compared with 15 percent statewide.

High-technology manufacturing accounts for over half of all manufacturing in Boulder County. More than 700 companies and 20,000 employees are engaged in high-tech research, manufacturing and sales in the county. Several of these high-tech companies are located in Broomfield.

1989 (Census) Family Income Distribution (1989 Census)

INCOME	BROOMFIELD	COUNTY	REGION 3	COLORADO
Median	$39,067	—	$33,124	$30,140
Less than $5,000	1.7%	—	4.6%	5.2%
$5,000 to $14,999	9.5%	—	14.9%	17.5%
$15,000 to $24,999	13.6%	—	16.8%	18.5%
$25,000 to $34,999	18.0%	—	16.2%	16.6%
$35,000 to $49,999	24.6%	—	19.4%	18.5%
$50,000 to $74,999	22.6%	—	17.4%	15.1%
$75,000 to $99,999	6.3%	—	5.9%	4.8%
$100,000 to $149,999	2.9%	—	3.2%	2.5%
$150,000 or more	0.8%	—	1.6%	1.3%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Broomfield	1,239	5	380	5	179	13	281	4
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Jefferson County	24,926	6	8,436	7	2,039	6	4,990	4
Weld County	19,594	15	7,052	19	1,564	12	3,622	11
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

BROOMFIELD

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Broomfield	20,730	24,638	25,063	N/A	18.9%
Adams County	245,944	265,038	270,554	365,673	7.8%
Boulder County	189,625	225,339	228,929	278,364	18.8%
Jefferson County	371,753	438,430	448,609	530,715	17.9%
Weld County	123,438	131,821	135,352	155,522	6.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	26.4	30.9	17.0%
0 to 5	2,332	2,576	10.5%
6 to 17	4,696	5,006	6.6%
18 to 24	2,672	2,068	-22.6%
25 to 44	7,466	9,548	27.9%
45 to 64	2,995	4,104	37.0%
65 & Over	569	1,336	134.8%
Total	20,730	24,638	18.9%

Educational Attainment of Persons 25 Years & Older

	BROOMFIELD	COUNTY	REGION 3	COLORADO
No High School Diploma	8.2%	—	13.8%	15.6%
High School Graduate only	27.5%	—	24.6%	26.5%
Some College, no degree	27.8%	—	24.4%	24.0%
Associate Degree	8.5%	—	6.7%	6.9%
Bachelor's Degree	19.8%	—	20.3%	18.0%
Postgraduate Degree	8.1%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	1,206	1,198	0	6	0	0	49	57	46	32	1,301	1,293
6–17	2,455	2,255	29	13	8	22	49	54	78	33	2,619	2,377
18–24	1,001	947	0	0	5	0	24	46	46	7	1,076	1,000
25–44	4,434	4,579	39	29	53	46	113	93	143	96	4,782	4,843
45–64	2,001	1,852	22	21	0	0	13	40	3	13	2,039	1,926
65 & Over	604	752	0	0	0	0	0	4	0	20	604	776
TOTAL	11,701	11,583	90	69	66	68	248	294	316	201	12,421	12,215

COMMERCE CITY

(Adams County)

Commerce City was incorporated in 1952. With a solid industrial and economic base, it is home to more than 900 businesses, including 120 motor freight carriers and 14 cargo services. With a low mill levy and a small-town atmosphere, Commerce City hopes to expand and promote its residential communities as a place to live as well as work. Each year, the city hosts Colorado's largest Memorial Day Parade. Major industries include Shamrock, UPS, Conoco, and Northwest Transport. By 2010, forecasts include annexation of 126,000 acres of new land, bringing the city boundaries to 60 square miles and 42,000 residents.

1989 (Census) Family Income Distribution

INCOME	COMM.CITY	COUNTY	REGION 3	COLORADO
Median	$24,268	$34,618	$40,597	$35,930
Less than $5,000	9.0%	3.8%	3.0%	3.4%
$5,000 to $14,999	22.4%	10.7%	8.9%	11.6%
$15,000 to $24,999	25.4%	22.0%	17.3%	20.9%
$25,000 to $34,999	15.0%	14.1%	11.9%	12.5%
$35,000 to $49,999	18.3%	25.1%	22.4%	21.5%
$50,000 to $74,999	8.7%	18.2%	22.2%	19.0%
$75,000 to $99,999	0.6%	4.2%	7.9%	6.2%
$100,000 to $149,999	0.3%	1.4%	4.2%	3.3%
$150,000 or more	0.3%	0.5%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Commerce City	3,766	23	1,728	34	329	21	900	21
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Commerce City	16,234	16,466	16,765	N/A	1.4%
Adams County	245,944	265,038	270,554	365,673	7.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

COMMERCE CITY

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	25.6	30.5	14.7%
0 to 5	1,896	1,793	-5.4%
6 to 17	3,403	3,319	-2.5%
18 to 24	2,324	1,607	-30.9%
25 to 44	4,300	5,145	19.7%
45 to 64	3,130	2,974	-5.0%
65 & Over	1,181	1,628	37.8%
Total	16,234	16,466	1.4%

Educational Attainment of Persons 25 Years & Older

	COMM.CITY	COUNTY	REGION 3	COLORADO
No High School Diploma	39.4%	21.2%	13.8%	15.6%
High School Graduate only	39.0%	35.0%	24.6%	26.5%
Some College, no degree	13.4%	23.7%	24.4%	24.0%
Associate Degree	4.8%	7.1%	6.7%	6.9%
Bachelor's Degree	2.4%	9.4%	20.3%	18.0%
Postgraduate Degree	0.9%	3.6%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	806	638	32	31	21	43	7	6	124	66	990	784
6–17	1392	1272	39	96	23	20	21	6	253	220	1728	1614
18–24	630	627	0	22	6	17	14	8	47	116	697	790
25–44	2173	2185	86	55	33	23	0	22	301	277	2593	2562
45–64	1413	1414	33	23	6	24	28	9	63	61	1543	1531
65 & Over	662	789	14	28	11	0	26	22	24	58	737	897
TOTAL	7076	6925	204	255	100	127	96	73	812	798	8288	8178

BEST COPY AVAILABLE

ESTES PARK

(Larimer County)

Estes Park is the Eastern Slope gateway to Rocky Mountain National Park, and is famous for its campgrounds, hiking, fishing, and snow skiing. It is also known for its shopping, thanks to a wide variety of specialty shops on Main Street. The famous Stanley Hotel is a well-known historical landmark located in Estes Park.

1989 (Census) Family Income Distribution

INCOME	ESTES PARK	COUNTY	REGION 2	COLORADO
Median	$37,565	$36,931	$34,019	$35,930
Less than $5,000	0.9%	2.3%	2.9%	3.4%
$5,000 to $14,999	10.3%	10.6%	12.7%	11.6%
$15,000 to $24,999	21.3%	21.7%	22.9%	20.9%
$25,000 to $34,999	14.5%	12.4%	13.1%	12.5%
$35,000 to $49,999	15.1%	22.3%	21.9%	21.5%
$50,000 to $74,999	26.4%	20.4%	18.1%	19.0%
$75,000 to $99,999	6.6%	6.1%	5.0%	6.2%
$100,000 to $149,999	1.3%	2.8%	2.3%	3.3%
$150,000 or more	3.7%	1.3%	1.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Estes Park	133	4	63	9	0	0	23	3
Larimer County	21,466	12	4,973	11	1,607	10	3,121	7
Planning Region 2	41,060	13	12,025	15	3,171	11	6,743	8
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Estes Park	2,703	3,191	3,311	N/A	18.1%
Larimer County	149,184	186,136	192,476	245,419	24.8%
Planning Region 2	272,622	317,957	327,828	400,941	16.6%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

ESTES PARK

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980-1990 CHANGE
Median	35.8	42.6	19.0%
0 to 5	120	193	60.8%
6 to 17	396	415	4.8%
18 to 24	359	182	-49.3%
25 to 44	733	902	23.1%
45 to 64	658	760	15.5%
65 & Over	437	732	67.5%
Total	2,703	3,191	18.1%

Educational Attainment of Persons 25 Years & Older

	ESTES PARK	COUNTY	REGION 2	COLORADO
No High School Diploma	10.1%	11.4%	17.0%	15.6%
High School Graduate only	21.7%	25.6%	27.1%	26.5%
Some College, no degree	29.0%	23.7%	22.6%	24.0%
Associate Degree	5.9%	7.0%	6.7%	6.9%
Bachelor's Degree	21.2%	20.2%	16.8%	18.0%
Postgraduate Degree	12.1%	12.1%	9.8%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0-5	138	85	0	0	0	0	0	0	0	0	138	85
6-17	249	189	0	0	0	0	0	8	0	0	249	197
18-24	61	79	0	0	0	0	0	0	0	0	61	79
25-44	406	495	0	0	9	6	0	0	0	0	415	501
45-64	328	363	0	0	0	0	0	0	0	0	328	363
65 & Over	314	434	0	0	0	0	0	0	0	0	314	434
TOTAL	1,496	1,645	0	0	9	6	0	8	0	0	1,505	1,659

FEDERAL HEIGHTS

(Adams County)

Federal Heights is a suburban community located in the northwest Denver metropolitan area. The city is within a short commuting distance of the economic, cultural, recreational, educational and transportation facilities of the Denver region. Federal Heights was incorporated in 1941. Today the municipality is a full-service city and provides water, sewer, street maintenance, police and fire services to its residents with one of the lowest ad valorem tax rates in the area.

A unique feature of Federal Heights is the number of residents living in mobile homes. Many of the mobile home parks are among the finest in the state and offer a high quality of living and a wide variety of activities for the park residents. With the level of disposable income in the community, mobile home living has become an alternative to the traditional multi-family apartments and condominiums.

The City of Federal Heights is growing rapidly, and it is projected that all available land will be developed within five to ten years. A progressive municipal government, the availability of a highly skilled workforce, diverse and affordable housing, and access to the educational, cultural, social and recreational facilities of the region highlight the attractiveness of Federal Heights and help to explain the rapid rate of growth over the past two decades.

1989 (Census) Family Income Distribution

INCOME	FEDERAL HTS	COUNTY	REGION 3	COLORADO
Median	$25,643	$34,618	$40,597	$35,930
Less than $5,000	6.4%	3.8%	3.0%	3.4%
$5,000 to $14,999	15.3%	10.7%	8.9%	11.6%
$15,000 to $24,999	33.5%	22.0%	17.3%	20.9%
$25,000 to $34,999	13.8%	14.1%	11.9%	12.5%
$35,000 to $49,999	19.9%	25.1%	22.4%	21.5%
$50,000 to $74,999	9.4%	18.2%	22.2%	19.0%
$75,000 to $99,999	1.1%	4.2%	7.9%	6.2%
$100,000 to $149,999	0.4%	1.4%	4.2%	3.3%
$150,000 or more	0.0%	0.5%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Federal Heights	1,253	13	401	19	135	9	260	11
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

FEDERAL HEIGHTS

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Federal Heights	7,846	9,342	9,539	N/A	19.1%
Adams County	245,944	265,038	270,554	365,673	7.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	29.8	32.2	8.1%
0 to 5	808	953	17.9%
6 to 17	1,104	1,188	7.6%
18 to 24	1,193	1,034	-13.3%
25 to 44	2,010	3,131	55.8%
45 to 64	1,633	1,588	-2.8%
65 & Over	1,098	1,448	31.9%
Total	7,846	9,342	19.1%

Educational Attainment of Persons 25 Years & Older

	FEDERAL HTS	COUNTY	REGION 3	COLORADO
No High School Diploma	25.3%	21.2%	13.8%	15.6%
High School Graduate only	35.7%	35.0%	24.6%	26.5%
Some College, no degree	20.4%	23.7%	24.4%	24.0%
Associate Degree	6.4%	7.1%	6.7%	6.9%
Bachelor's Degree	9.2%	9.4%	20.3%	18.0%
Postgraduate Degree	3.1%	3.6%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	456	401	0	0	0	0	16	26	39	0	511	427
6–17	471	509	0	0	0	10	73	47	44	25	588	591
18–24	400	468	9	0	0	38	24	6	41	49	474	561
25–44	1,392	1,332	11	8	8	28	72	76	86	56	1,569	1,500
45–64	758	842	10	0	34	0	14	11	0	14	816	867
65 & Over	576	817	0	0	0	0	20	15	10	0	606	832
TOTAL	4,053	4,369	30	8	42	76	219	181	220	144	4,564	4,778

FORT COLLINS

(Larimer County)

Fort Collins, located 60 miles north of Denver, is a community that has planned for its future, paying attention to residential design and character. Neighborhood shopping centers, recreational opportunities and the location of employment centers have discouraged urban sprawl. New housing construction has averaged 1,100 units annually during the last five years, and five new schools have been built to meet the demands of population growth.

Bond and sales tax issues have received voter support for major downtown projects and important capital improvements. Economic development is an important community issue, and the protection of the city's economic health is one of the city council's primary goals. City staff supports the local business community and works to facilitate the growth of local businesses and employment opportunities.

The City and Colorado State University encourage business ventures that use the technical expertise offered at the university. Education, information research, and knowledge are business partners in Fort Collins.

1989 (Census) Family Income Distribution

INCOME	FORT COLLINS	COUNTY	REGION 2	COLORADO
Median	$37,491	$36,931	$34,019	$35,930
Less than $5,000	2.9%	2.3%	2.9%	3.4%
$5,000 to $14,999	11.1%	10.6%	12.7%	11.6%
$15,000 to $24,999	20.6%	21.7%	22.9%	20.9%
$25,000 to $34,999	11.8%	12.4%	13.1%	12.5%
$35,000 to $49,999	21.1%	22.3%	21.9%	21.5%
$50,000 to $74,999	21.2%	20.4%	18.1%	19.0%
$75,000 to $99,999	6.9%	6.1%	5.0%	6.2%
$100,000 to $149,999	3.2%	2.8%	2.3%	3.3%
$150,000 or more	1.2%	1.3%	1.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Fort Collins	13,910	17	2,205	11	731	11	1,573	8
Larimer County	21,466	12	4,973	11	1,607	10	3,121	7
Planning Region 2	41,060	13	12,025	15	3,171	11	6,743	8
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

FORT COLLINS

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Fort Collins	65,092	87,511	90,823	N/A	34.4%
Larimer County	149,184	186,136	192,476	245,419	24.8%
Planning Region 2	272,622	317,957	327,828	400,941	16.6%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	24.7	27.8	12.6%
0 to 5	4,590	7,453	62.4%
6 to 17	9,037	12,238	35.4%
18 to 24	19,537	19,497	-0.2%
25 to 44	19,695	30,960	57.2%
45 to 64	7,455	10,829	45.3%
65 & Over	4,778	6,781	41.9%
Total	65,092	87,511	34.4%

Educational Attainment of Persons 25 Years & Older

	FORT COLLINS	COUNTY	REGION 2	COLORADO
No High School Diploma	8.5%	11.4%	17.0%	15.6%
High School Graduate only	19.2%	25.6%	27.1%	26.5%
Some College, no degree	23.1%	23.7%	22.6%	24.0%
Associate Degree	6.4%	7.0%	6.7%	6.9%
Bachelor's Degree	26.7%	20.2%	16.8%	18.0%
Postgraduate Degree	16.0%	12.1%	9.8%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	3,376	3,273	64	24	21	23	48	91	95	197	3,604	3,608
6–17	5,765	5,631	48	35	88	31	154	183	257	240	6,312	6,120
18–24	8,981	8,777	160	191	27	78	248	222	253	265	9,669	9,533
25–44	14,676	14,371	210	91	155	121	500	481	386	365	15,927	15,429
45–64	4,888	5,277	38	32	7	14	66	105	125	108	5,124	5,536
65 & Over	2,516	4,188	0	12	0	0	7	48	72	53	2,595	4,301
TOTAL	40,202	41,517	520	385	298	267	1,023	1,130	1,188	1,228	43,231	44,527

JEFFERSON COUNTY

Jefferson County forms the western and southwestern extension of Colorado's principle urban center, the six-county Denver Metropolitan Area. The county's growth has led to increases in small business and professional services, the expansion of industrial operations, the creation of shopping centers, and the enlargement of the regional operations of many federal government agencies. Economic expansion has created the opportunity for diverse lifestyles among the county's residents and has resulted in one of the nation's finest public education systems and a nationally acclaimed program for the preservation of open space.

Labor Force by Place of Residence

	1987	1988	1989	1990	1991
EMPLOYMENT					
Jefferson County	218,758	220,301	218,967	227,459	226,549
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003
UNEMPLOYMENT					
Jefferson County	14,842	12,248	11,049	9,544	9,669
Planning Region 3	71,181	59,381	52,993	46,448	46,293
Colorado	130,326	110,002	98,004	87,002	87,001
TOTAL LABOR FORCE					
Jefferson County	233,600	232,549	230,016	237,003	236,218
Planning Region 3	1,014,274	1,018,202	1,008,017	1,039,845	1,039,071
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003

1990 Employment by Sector by Place of Work

ECONOMIC SECTOR	COUNTY	%	REGION 3	%	COLORADO	%
Total Employment	226,393	100.0	1,224,902	100.0	2,009,216	100.0
Farming	841	0.4*	5,395	0.4	43,597	2.2
Total Non-Farming	225,552	99.6	1,219,507	99.6	1,965,619	97.8
Ag. Serv., Forestry, Fisheries & Other	2,089	0.9	—	—	18,870	0.9
Mining	2,267	1.0	16,590	1.4	26,552	1.3
Construction	12,102	5.3	54,824	4.5	99,667	5.0
Manufacturing	36,675	16.2	129,885	10.6	200,943	10.0
Transportation & Public Utilities	4,929	2.2	78,345	6.4	106,711	5.3
Wholesale Trade	5,087	2.2	—	—	88,055	4.4
Retail Trade	44,710	19.7	198,948	16.2	338,650	16.9
Finance, Insurance & Real Estate	22,136	9.8	—	—	177,758	8.8
Services	64,646	28.6	372,586	30.4	576,939	28.7
Govt. & Govt. Enterprises	30,911	13.7	174,481	14.2	331,474	16.5

Per Capita Income

	1986	1987	1988	1989	1990
Jefferson County	$17,600	$18,079	$18,818	$19,835	$20,956
Planning Region 3	$16,892	$17,479	$18,410	$19,652	$20,848
Colorado	$15,235	$15,767	$16,625	$17,768	$18,811

JEFFERSON COUNTY

1989 (Census) Family Income Distribution

INCOME	COUNTY	REGION 3	COLORADO
Median	$44,679	$40,597	$35,930
Less than $5,000	1.8%	3.0%	3.4%
$5,000 to $14,999	5.9%	8.9%	11.6%
$15,000 to $24,999	14.5%	17.3%	20.9%
$25,000 to $34,999	11.7%	11.9%	12.5%
$35,000 to $49,999	24.5%	22.4%	21.5%
$50,000 to $74,999	26.2%	22.2%	19.0%
$75,000 to $99,999	9.4%	7.9%	6.2%
$100,000 to $149,999	4.4%	4.2%	3.3%
$150,000 or more	1.7%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Jefferson County	24,926	6	8,436	7	2,039	6	4,990	4
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	29.2	33.3	14.0%
0 to 5	31,876	40,125	25.9%
6 to 17	80,068	76,043	-5.0%
18 to 24	43,530	36,890	-15.3%
25 to 44	128,050	164,166	28.2%
45 to 64	66,143	85,812	29.7%
65 & Over	22,086	35,394	60.3%
Total	371,753	438,430	17.9%

Educational Attainment of Persons 25 Years & Older

	COUNTY	REGION 3	COLORADO
No High School Diploma	10.2%	13.8%	15.6%
High School Graduate only	25.2%	24.6%	26.5%
Some College, no degree	26.4%	24.4%	24.0%
Associate Degree	7.5%	6.7%	6.9%
Bachelor's Degree	21.2%	20.3%	18.0%
Postgraduate Degree	9.5%	10.1%	9.0%

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JEFFERSON COUNTY

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	19,385	18,410	135	125	106	120	441	377	637	558	20,704	19,590
6–17	35,962	34,955	320	194	212	138	984	962	1,135	815	38,613	37,064
18–24	16,900	16,580	226	125	163	163	298	308	683	622	18,270	17,798
25–44	77,115	79,225	755	284	431	499	1,349	1,492	2,260	2,105	81,910	83,605
45–64	40,564	41,563	287	134	199	204	477	599	650	562	42,177	43,062
65 & Over	14,310	20,505	38	98	20	32	173	153	140	168	14,681	20,956
TOTAL	204,236	211,238	1,761	960	1,131	1,156	3,722	3,891	5,505	4,830	216,355	222,075

Work Disability and Mobility Status by Sex by Employment Status

	M	F
WITH A WORK DISABILITY		
IN LABOR FORCE		
Employed	6,427	5,104
Unemployed	1,043	855
NOT IN LABOR FORCE		
Prevented from working	5,243	7,471
Not prevented from working	1,583	2,118
NO WORK DISABILITY		
IN LABOR FORCE		
Employed	121,780	107,600
Unemployed	5,432	3,914
NOT IN LABOR FORCE	19,030	41,695

	M	F
WITH A MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	528	686
Unemployed	61	39
NOT IN LABOR FORCE	1,858	4,120
NO MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	127,679	112,018
Unemployed	6,414	4,730
NOT IN LABOR FORCE	23,998	47,164

Major Employers

COMPANY	PRODUCT/SERVICE	EMPLOYEES
U.S. West, Inc.	Communications & Research	15,802
Jefferson County R-1 School Dist.	Public Education & Administration	10,314
AT&T	Communications, Manufacturing & Service	8,500
Federal Center	Federal Government Offices	8,100
EG&G Rocky Flats	Defense Components	7,682
Martin Marietta	Aerospace Research & Production	7,570
Continental Airlines	Air Transportation	6,900
United Airlines	Air Transportation	6,700
Adolph Coors Company	Beverages, Ceramic Parts, Packaging	6,500
Public Service Company	Utility	6,200

LAFAYETTE

(Boulder County)

Lafayette is a community of 14,000 located in southeastern Boulder County. After 20 years of gradual growth in the area, the city was established in 1888 and incorporated in 1889. Coal was discovered in 1884. Mining provided the primary economic base for the next 50 years. Since 1950, the area has become primarily residential. In recent years Lafayette has seen more commercial and industrial growth. The community has become self-sufficient with the development of the Coal Creek Technological Center and the Countryside Shopping Center, which will include over 350,000 sq. ft. of commercial development. Careful management of land and water resources is planned to achieve a balanced, self-sufficient community which retains its unique character.

Lafayette is located 18 miles northwest of downtown Denver and 6 miles east of Boulder. Easy access to Colorado 36 and I-25 is possible via Colorado 287 and Colorado 7. Future development of W-470 along the southern boundaries of the city will make the city more accessible to all parts of the Denver Metropolitan area.

1989 (Census) Family Income Distribution

INCOME	LAFAYETTE	COUNTY	REGION 3	COLORADO
Median	$36,533	$43,782	$40,597	$35,930
Less than $5,000	3.3%	2.3%	3.0%	3.4%
$5,000 to $14,999	9.3%	7.6%	8.9%	11.6%
$15,000 to $24,999	18.9%	15.6%	17.3%	20.9%
$25,000 to $34,999	15.2%	10.5%	11.9%	12.5%
$35,000 to $49,999	30.0%	22.3%	22.4%	21.5%
$50,000 to $74,999	17.3%	24.5%	22.2%	19.0%
$75,000 to $99,999	4.7%	9.6%	7.9%	6.2%
$100,000 to $149,999	1.2%	5.0%	4.2%	3.3%
$150,000 or more	0.2%	2.4%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Lafayette	1,220	8	489	11	88	11	346	9
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Lafayette	8,985	14,687	14,751	N/A	63.5%
Boulder County	189,625	225,339	228,929	278,364	18.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

LAFAYETTE

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	26.8	30.3	13.1%
0 to 5	1,071	1,871	74.7%
6 to 17	1,463	2,725	86.3%
18 to 24	1,381	1,010	-26.9%
25 to 44	3,410	6,436	88.7%
45 to 64	1,086	1,681	54.8%
65 & Over	574	825	43.7%
Total	8,985	14,687	63.5%

Educational Attainment of Persons 25 Years & Older

	LAFAYETTE	COUNTY	REGION 3	COLORADO
No High School Diploma	15.0%	8.7%	13.8%	15.6%
High School Graduate only	22.9%	20.1%	24.6%	26.5%
Some College, no degree	25.4%	22.6%	24.4%	24.0%
Associate Degree	8.7%	6.5%	6.7%	6.9%
Bachelor's Degree	19.9%	25.7%	20.3%	18.0%
Postgraduate Degree	8.2%	16.4%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0-5	847	794	24	12	0	6	41	0	90	39	1,002	851
6-17	1,221	1,120	23	0	8	11	23	25	168	134	1,443	1,290
18-24	387	454	0	0	0	0	11	0	28	28	426	482
25-44	2,932	3,056	75	24	16	25	87	71	216	194	3,326	3,370
45-64	665	742	0	0	9	0	16	23	63	37	753	802
65 & Over	300	441	0	0	0	11	0	0	22	33	322	485
TOTAL	6,352	6,607	122	36	33	53	178	119	587	465	7,272	7,280

LARIMER COUNTY

Larimer County extends to the Continental Divide and includes several mountain communities and Rocky Mountain National Park. Lifestyle opportunities are as varied as the terrain and include sophisticated urban areas with established cultural facilities, productive agricultural lands, small-town environments, and a wealth of outdoor recreation areas enjoyed by urban and rural residents alike. The area has retained its own identity and unique quality of life, and has attracted a variety of successful businesses, both large and small. Growth of existing business is a more important source of new jobs than those created by new industry.

Labor Force by Place of Residence

	1987	1988	1989	1990	1991
EMPLOYMENT					
Larimer County	86,543	89,636	91,989	98,152	99,506
Planning Region 2	158,951	163,628	164,064	171,540	174,089
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003
UNEMPLOYMENT					
Larimer County	6,145	5,542	4,968	4,481	4,267
Planning Region 2	11,598	10,208	9,045	7,927	7,427
Colorado	130,326	110,002	98,004	87,002	87,001
TOTAL LABOR FORCE					
Larimer County	92,688	95,178	96,957	102,633	103,773
Planning Region 2	158,951	163,628	164,064	171,540	174,089
Colorado	1,694,329	1,708,003	1,695,007	1,756,003	1,754,003

1990 Employment by Sector by Place of Work

ECONOMIC SECTOR	COUNTY	%	REGION 2	%	COLORADO	%
Total Employment	102,956	100.0	167,128	100.0	2,009,216	100.0
Farming	1,661	1.6	7,683	4.6	43,597	2.2
Total Non-Farming	101,295	98.4	159,445	95.4	1,965,619	97.8
Ag. Serv., Forestry, Fisheries & Other	1,363	1.3	2,710	1.6	18,870	0.9
Mining	473	0.5	1,483	0.9	26,552	1.3
Construction	6,443	6.3	9,872	5.9	99,667	5.0
Manufacturing	15,898	15.4	25,868	15.5	200,943	10.0
Transportation & Public Utilities	2,466	2.4	5,217	3.1	106,711	5.3
Wholesale Trade	2,075	2.0	4,804	2.9	88,055	4.4
Retail Trade	19,288	18.7	28,519	17.1	338,650	16.9
Finance, Insurance & Real Estate	7,523	7.3	11,438	6.8	177,758	8.8
Services	26,422	25.7	40,586	24.3	576,939	28 7
Govt. & Govt. Enterprises	19,344	18.8	28,948	17.3	331,474	16.5

Per Capita Income

	1986	1987	1988	1989	1990
Larimer County	$13,492	$14,230	$15,007	$16,098	$17,113
Planning Region 2	$13,066	$13,704	$14,518	$15,643	$16,572
Colorado	$15,235	$15,767	$16,625	$17,768	$18,811

LARIMER COUNTY

1989 (Census) Family Income Distribution

INCOME	COUNTY	REGION 2	COLORADO
Median	$36,931	$34,019	$35,930
Less than $5,000	2.3%	2.9%	3.4%
$5,000 to $14,999	10.6%	12.7%	11.6%
$15,000 to $24,999	21.7%	22.9%	20.9%
$25,000 to $34,999	12.4%	13.1%	12.5%
$35,000 to $49,999	22.3%	21.9%	21.5%
$50,000 to $74,999	20.4%	18.1%	19.0%
$75,000 to $99,999	6.1%	5.0%	6.2%
$100,000 to $149,999	2.8%	2.3%	3.3%
$150,000 or more	1.3%	1.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Larimer County	21,466	12	4,973	11	1,607	10	3,121	7
Planning Region 2	41,060	13	12,025	15	3,171	11	6,743	8
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	27.0	31.1	15.2%
0 to 5	12,379	16,429	32.7%
6 to 17	25,813	30,632	18.7%
18 to 24	29,478	26,539	-10.0%
25 to 44	47,420	64,919	36.9%
45 to 64	21,414	29,760	39.0%
65 & Over	12,680	17,857	40.8%
Total	149,184	186,136	24.8%

Educational Attainment of Persons 25 Years & Older

	COUNTY	REGION 2	COLORADO
No High School Diploma	11.4%	17.0%	15.6%
High School Graduate only	25.6%	27.1%	26.5%
Some College, no degree	23.7%	22.6%	24.0%
Associate Degree	7.0%	6.7%	6.9%
Bachelor's Degree	20.2%	16.8%	18.0%
Postgraduate Degree	12.1%	9.8%	9.0%

LARIMER COUNTY

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	7,662	7,377	69	34	52	36	71	110	220	314	8,074	7,871
6–17	14,952	14,045	67	39	167	62	244	264	647	621	16,077	15,031
18–24	12,182	12,130	184	205	31	93	248	236	404	379	13,049	13,043
25–44	30,743	30,785	265	91	277	258	606	634	890	752	32,781	32,520
45–64	13,952	14,857	44	42	28	69	96	139	277	247	14,397	15,354
65 & Over	7,190	10,408	6	12	9	18	19	70	114	93	7,338	10,601
TOTAL	86,681	89,602	635	423	564	536	1,284	1,453	2,552	2,406	91,716	94,420

Work Disability and Mobility Status by Sex by Employment Status

	M	F
WITH A WORK DISABILITY		
IN LABOR FORCE		
Employed	2,203	1,480
Unemployed	326	234
NOT IN LABOR FORCE		
Prevented from working	2,833	3,713
Not prevented from working	713	1,009
NO WORK DISABILITY		
IN LABOR FORCE		
Employed	48,535	41,884
Unemployed	2,439	2,257
NOT IN LABOR FORCE	12,051	22,276

	M	F
WITH A MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	172	187
Unemployed	32	43
NOT IN LABOR FORCE	997	1,943
NO MOBILITY LIMITATION		
IN LABOR FORCE		
Employed	50,566	43,177
Unemployed	2,733	2,448
NOT IN LABOR FORCE	14,600	25,055

Major Employers

COMPANY	PRODUCT/SERVICE	EMPLOYEES
Colorado State University	Under- and Postgraduate University	6,463
Poudre R-1 School District	Public Schools	2,764
Kodak Colorado	Photographic Materials	2,650
Hewlett-Packard	Electronic Data Processing Equipment	2,406
Poudre Valley Hospital	Full Range Health Services	1,800
Woodward Governor	Speed Controls	1,150
Larimer County	County Government	1,000
City of Fort Collins	City Government	950
Teledyne/Waterpik	Dental Hygiene Appliances	750
NCR Corporation	Microelectronic Parts	725

LONGMONT

(Boulder and Weld Counties)

Longmont is a small, quiet community near the foothills of the Rocky Mountains. Longmont was founded by the Chicago-Colorado Colony Company in 1870 and incorporated in 1873. Once a prominent area for the sugar beet industry, Longmont is now often described as "Boulder County's Manufacturing Center."

1989 (Census) Family Income Distribution

INCOME	LONGMONT	COUNTY	REGION 3	COLORADO
Median	$37,968	—	$40,597	$35,930
Less than $5,000	2.3%	—	3.0%	3.4%
$5,000 to $14,999	9.3%	—	8.9%	11.6%
$15,000 to $24,999	20.0%	—	17.3%	20.9%
$25,000 to $34,999	13.0%	—	11.9%	12.5%
$35,000 to $49,999	24.6%	—	22.4%	21.5%
$50,000 to $74,999	22.3%	—	22.2%	19.0%
$75,000 to $99,999	5.8%	—	7.9%	6.2%
$100,000 to $149,999	2.4%	—	4.2%	3.3%
$150,000 or more	0.3%	—	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Longmont	3,984	8	1,452	10	432	9	841	6
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Weld County	19,594	15	7,052	19	1,564	12	3,622	11
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Longmont	42,942	51,555	51,843	N/A	20.1%
Boulder County	189,625	225,339	228,929	278,364	18.8%
Weld County	123,438	131,821	135,352	155,522	6.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

LONGMONT

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	28.3	31.9	12.7%
0 to 5	4,315	5,287	22.5%
6 to 17	8,865	9,421	6.3%
18 to 24	5,266	4,480	-14.9%
25 to 44	14,345	18,622	29.8%
45 to 64	6,110	8,638	41.4%
65 & Over	4,041	5,107	26.4%
Total	42,942	51,555	20.1%

Educational Attainment of Persons 25 Years & Older

	LONGMONT	COUNTY	REGION 3	COLORADO
No High School Diploma	15.5%	—	13.8%	15.6%
High School Graduate only	31.8%	—	24.6%	26.5%
Some College, no degree	24.3%	—	24.4%	24.0%
Associate Degree	7.9%	—	6.7%	6.9%
Bachelor's Degree	15.0%	—	20.3%	18.0%
Postgraduate Degree	5.5%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	2,456	2,292	0	19	24	26	34	52	156	177	2,670	2,566
6–17	4,382	3,966	6	9	91	65	78	60	318	305	4,875	4,405
18–24	2,044	1,989	9	5	26	2	44	42	258	142	2,381	2,180
25–44	8,366	8,845	3	0	62	71	114	163	496	337	9,041	9,416
45–64	4,233	4,395	22	17	25	16	19	53	95	117	4,394	4,598
65 & Over	1,855	3,053	0	0	5	9	4	5	14	53	1,878	3,120
TOTAL	23,336	24,540	40	50	233	189	293	375	1,337	1,131	25,239	26,285

LOUISVILLE

(Boulder County)

Louisville is located just west of Denver near Boulder. While being quite near a major metropolitan center, it has the enviable reputation of clean air and a rural atmosphere. The Rocky Mountains add a majestic backdrop to the city. Within the last few years, Louisville has experienced dramatic growth with incoming businesses such as Storage Technology, Neodata and Ohmeda. Recreation opportunities also abound in the area with the combined advantages of a rural setting, a large city nearby, and the Rocky Mountains.

1989 (Census) Family Income Distribution

INCOME	LOUISVILLE	COUNTY	REGION 3	COLORADO
Median	$46,785	$43,782	$40,597	$35,930
Less than $5,000	1.2%	2.3%	3.0%	3.4%
$5,000 to $14,999	3.2%	7.6%	8.9%	11.6%
$15,000 to $24,999	11.8%	15.6%	17.3%	20.9%
$25,000 to $34,999	9.0%	10.5%	11.9%	12.5%
$35,000 to $49,999	29.6%	22.3%	22.4%	21.5%
$50,000 to $74,999	29.2%	24.5%	22.2%	19.0%
$75,000 to $99,999	9.2%	9.6%	7.9%	6.2%
$100,000 to $149,999	4.6%	5.0%	4.2%	3.3%
$150,000 or more	2.2%	2.4%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Louisville	574	5	253	7	81	14	98	3
Boulder County	23,738	11	4,816	9	1,403	9	3,096	6
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Louisville	5,593	12,361	13,512	N/A	121.0%
Boulder County	189,625	225,339	228,929	278,364	18.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

LOUISVILLE

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	28.4	31.9	12.3%
0 to 5	601	1,633	171.7%
6 to 17	885	2,151	143.1%
18 to 24	696	597	-14.2%
25 to 44	2,259	6,048	167.7%
45 to 64	687	1,372	99.7%
65 & Over	465	560	20.4%
Total	5,593	12,361	121.0%

Educational Attainment of Persons 25 Years & Older

	LOUISVILLE	COUNTY	REGION 3	COLORADO
No High School Diploma	7.7%	8.7%	13.8%	15.6%
High School Graduate only	20.2%	20.1%	24.6%	26.5%
Some College, no degree	22.2%	22.6%	24.4%	24.0%
Associate Degree	7.0%	6.5%	6.7%	6.9%
Bachelor's Degree	28.0%	25.7%	20.3%	18.0%
Postgraduate Degree	14.9%	16.4%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	812	767	0	0	0	0	37	15	13	7	862	789
6–17	1,036	916	10	8	0	0	23	44	13	21	1,082	989
18–24	301	219	35	0	0	0	10	16	22	0	368	235
25–44	2,950	2,978	22	10	11	0	60	64	54	46	3,097	3,098
45–64	577	604	11	11	0	10	16	8	10	12	614	645
65 & Over	198	352	0	0	0	0	0	4	19	9	217	365
TOTAL	5,874	5,836	78	29	11	10	146	151	131	95	6,240	6,121

LOVELAND

(Larimer County)

Nestled at the base of the Big Thompson Canyon, a rugged section of Colorado mountains, Loveland is the gateway to the Rockies. Only 50 miles north of Denver, between rolling plains, farmland and mountain peaks, Loveland provides ready access to Denver's social and cultural events while developing numerous civic presentations of its own. Loveland is recognized worldwide as the Sweetheart City for the many valentines that are re-mailed from the local post office.

1989 (Census) Family Income Distribution

INCOME	LOVELAND	COUNTY	REGION 2	COLORADO
Median	$35,139	$36,931	$34,019	$35,930
Less than $5,000	1.5%	2.3%	2.9%	3.4%
$5,000 to $14,999	10.5%	10.6%	12.7%	11.6%
$15,000 to $24,999	23.2%	21.7%	22.9%	20.9%
$25,000 to $34,999	14.5%	12.4%	13.1%	12.5%
$35,000 to $49,999	26.2%	22.3%	21.9%	21.5%
$50,000 to $74,999	17.3%	20.4%	18.1%	19.0%
$75,000 to $99,999	4.4%	6.1%	5.0%	6.2%
$100,000 to $149,999	1.7%	2.8%	2.3%	3.3%
$150,000 or more	0.7%	1.3%	1.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Loveland	2,899	8	1,111	10	427	10	596	6
Larimer County	21,466	12	4,973	11	1,607	10	3,121	7
Planning Region 2	41,060	13	12,025	15	3,171	11	6,743	8
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Loveland	30,244	37,357	38,373	N/A	23.5%
Larimer County	149,184	186,136	192,476	245,419	24.8%
Planning Region 2	272,622	317,957	327,828	400,941	16.6%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

LOVELAND

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	29.5	33.1	12.2%
0 to 5	2,884	3,685	27.8%
6 to 17	5,786	7,097	22.7%
18 to 24	3,592	2,840	-20.9%
25 to 44	9,469	12,577	32.8%
45 to 64	4,809	6,302	31.0%
65 & Over	3,704	4,851	31.0%
Total	30,244	37,357	23.5%

Educational Attainment of Persons 25 Years & Older

	LOVELAND	COUNTY	REGION 2	COLORADO
No High School Diploma	15.8%	11.4%	17.0%	15.6%
High School Graduate only	32.7%	25.6%	27.1%	26.5%
Some College, no degree	24.4%	23.7%	22.6%	24.0%
Associate Degree	8.5%	7.0%	6.7%	6.9%
Bachelor's Degree	12.9%	20.2%	16.8%	18.0%
Postgraduate Degree	5.7%	12.1%	9.8%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	1,729	1,652	0	0	21	13	12	8	43	45	1,805	1,718
6–17	3,378	3,304	0	0	19	14	43	23	217	148	3,657	3,489
18–24	1,282	1,411	4	14	4	0	0	14	89	65	1,379	1,504
25–44	5,989	5,989	16	0	15	34	34	66	242	185	6,296	6,274
45–64	2,882	3,353	6	10	0	19	7	27	49	66	2,944	3,475
65 & Over	1,865	2,868	6	0	0	8	7	15	22	40	1,900	2,931
TOTAL	17,125	18,577	32	24	59	88	103	153	662	549	17,981	19,391

NORTHGLENN

(Adams and Weld Counties)

Northglenn is a suburban community of 31,000 people located 9 miles north of Denver. Northglenn began in 1959 as a "new town" and in 1962 was selected by *Life Magazine* as "the most perfectly planned community in America." The city was incorporated in 1969. It contains 6.5 square miles of land, and is bordered by Thornton on the north, east and south, and Westminster on the west.

Northglenn is located in western Adams County. Development in the county has been primarily suburban in nature, characterized by low-density residential development, planned retail centers, light industrial parks, and low-rise office parks.

Northglenn's vision statement is to "create a peaceful, quality community to those who reside, work, visit and do business in Northglenn. Maintain the city's status as a regional activity center. Manage a city government which is fiscally sound and can provide those facilities and services which are desired by the community and which are necessary to the maintenance of a quality city."

1989 (Census) Family Income Distribution

INCOME	NORTHGLENN	COUNTY	REGION 3	COLORADO
Median	$38,734	—	$40,597	$35,930
Less than $5,000	1.7%	—	3.0%	3.4%
$5,000 to $14,999	6.4%	—	8.9%	11.6%
$15,000 to $24,999	18.8%	—	17.3%	20.9%
$25,000 to $34,999	15.1%	—	11.9%	12.5%
$35,000 to $49,999	29.5%	—	22.4%	21.5%
$50,000 to $74,999	20.6%	—	22.2%	19.0%
$75,000 to $99,999	6.1%	—	7.9%	6.2%
$100,000 to $149,999	1.3%	—	4.2%	3.3%
$150,000 or more	0.6%	—	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Northglenn	1,438	5	526	7	121	7	271	4
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Weld County	19,594	15	7,052	19	1,564	12	3,622	11
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

NORTHGLENN

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Northglenn	29,847	27,195	27,651	N/A	-8.9%
Adams County	245,944	265,038	270,554	365,673	7.8%
Weld County	123,438	131,821	135,352	155,522	6.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	26.2	32.0	22.1%
0 to 5	2,345	2,437	3.9%
6 to 17	7,581	4,793	-36.8%
18 to 24	4,422	2,944	-33.4%
25 to 44	9,232	8,870	-3.9%
45 to 64	5,312	6,246	17.6%
65 & Over	955	1,905	99.5%
Total	29,847	27,195	-8.9%

Educational Attainment of Persons 25 Years & Older

	NORTHGLENN	COUNTY	REGION 3	COLORADO
No High School Diploma	16.9%	—	13.8%	15.6%
High School Graduate only	34.6%	—	24.6%	26.5%
Some College, no degree	25.6%	—	24.4%	24.0%
Associate Degree	9.1%	—	6.7%	6.9%
Bachelor's Degree	10.5%	—	20.3%	18.0%
Postgraduate Degree	3.4%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	1,050	1,052	0	31	13	12	33	16	37	102	1,133	1,213
6–17	2,104	2,195	97	55	0	15	39	27	162	112	2,402	2,404
18–24	1,317	1,214	19	15	43	25	27	35	91	106	1,497	1,395
25–44	4,099	3,982	124	97	43	38	96	58	291	227	4,653	4,402
45–64	2,795	2,995	24	26	23	9	33	83	67	80	2,942	3,193
65 & Over	753	1,069	12	13	7	17	24	49	17	0	813	1,148
TOTAL	12,118	12,507	276	237	129	116	252	268	665	627	13,440	13,755

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THORNTON

(Adams County)

Thornton is located just four miles north of Denver on a ridge 500 feet higher in elevation. Thornton's rolling terrain creates picturesque vantage points of the surrounding mountains, valleys and Denver skyline. Working farms dot the land while century-old cottonwood trees and over 25 peaceful lakes complete an environment that is refreshingly rural, yet only minutes away from downtown Denver and Stapleton Airport. Between 1970 and 1980, Thornton was Colorado's fastest-growing city with a population over 10,000. Most of Thornton's manufacturing and service businesses are high-tech and are clustered along 120th Avenue east of I-25.

1989 (Census) Family Income Distribution

INCOME	THORNTON	COUNTY	REGION 3	COLORADO
Median	$37,500	$34,618	$40,597	$35,930
Less than $5,000	2.7%	3.8%	3.0%	3.4%
$5,000 to $14,999	8.4%	10.7%	8.9%	11.6%
$15,000 to $24,999	19.4%	22.0%	17.3%	20.9%
$25,000 to $34,999	14.1%	14.1%	11.9%	12.5%
$35,000 to $49,999	27.3%	25.1%	22.4%	21.5%
$50,000 to $74,999	23.2%	18.2%	22.2%	19.0%
$75,000 to $99,999	3.7%	4.2%	7.9%	6.2%
$100,000 to $149,999	1.0%	1.4%	4.2%	3.3%
$150,000 or more	0.2%	0.5%	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Thornton	4,492	8	1,968	11	204	8	1,005	7
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Thornton	40,343	55,031	56,216	N/A	36.4%
Adams County	245,944	265,038	270,554	365,673	7.8%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

THORNTON

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	25.7	28.9	12.5%
0 to 5	5,201	6,533	25.6%
6 to 17	8,609	11,471	33.2%
18 to 24	5,621	5,135	-8.6%
25 to 44	14,231	21,733	52.7%
45 to 64	4,965	7,226	45.5%
65 & Over	1,716	2,933	70.9%
Total	40,343	55,031	36.4%

Educational Attainment of Persons 25 Years & Older

	THORNTON	COUNTY	REGION 3	COLORADO
No High School Diploma	17.4%	21.2%	13.8%	15.6%
High School Graduate only	35.0%	35.0%	24.6%	26.5%
Some College, no degree	26.4%	23.7%	24.4%	24.0%
Associate Degree	7.2%	7.1%	6.7%	6.9%
Bachelor's Degree	10.8%	9.4%	20.3%	18.0%
Postgraduate Degree	3.3%	3.6%	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	2,926	2,822	30	75	19	22	73	87	325	258	3,373	3,264
6–17	5,239	4,800	65	104	56	37	88	67	353	422	5,801	5,430
18–24	2,129	2,440	21	51	14	42	28	54	209	242	2,401	2,829
25–44	9,804	10,034	136	118	49	78	126	198	576	628	10,691	11,056
45–64	3,339	3,315	57	80	18	18	57	57	202	206	3,673	3,676
65 & Over	993	1,729	17	6	0	0	25	11	18	38	1,053	1,784
TOTAL	24,430	25,140	326	434	156	197	397	474	1,683	1,794	26,992	28,039

WESTMINSTER

(Adams and Jefferson Counties)

One hundred years ago, Colorado settlers saw the natural beauty in the area that is now Westminster and sought to place a major university on its highest hill. Today, that magnificent structure is a landmark of the community.

Modern day newcomers are still impressed with the views, but they are also coming to Westminster because of its reputation as a progressive, balanced, and financially solid community. The professional city government has kept pace with rapid growth, and has consistently applied sound and efficient management, allowing the maintenance of quality city services in the face of change. On this base, Westminster looks forward to a future as an important component in the Denver metropolitan area.

1989 (Census) Family Income Distribution

INCOME	WESTMINSTER	COUNTY	REGION 3	COLORADO
Median	$41,945	—	$40,597	$35,930
Less than $5,000	2.6%	—	3.0%	3.4%
$5,000 to $14,999	5.9%	—	8.9%	11.6%
$15,000 to $24,999	15.3%	—	17.3%	20.9%
$25,000 to $34,999	12.7%	—	11.9%	12.5%
$35,000 to $49,999	26.5%	—	22.4%	21.5%
$50,000 to $74,999	26.1%	—	22.2%	19.0%
$75,000 to $99,999	7.1%	—	7.9%	6.2%
$100,000 to $149,999	2.8%	—	4.2%	3.3%
$150,000 or more	0.8%	—	2.1%	1.7%

1989 (Census) Persons & Families Below Poverty Level

	PERSONS		UNDER 18 YRS		OVER 64 YRS		FAMILIES	
	Number	%	Number	%	Number	%	Number	%
Westminster	4,897	7	1,858	9	230	7	1,115	6
Adams County	27,267	10	10,966	15	2,033	10	6,166	9
Jefferson County	24,926	6	8,436	7	2,039	6	4,990	4
Planning Region 3	180,353	10	60,936	13	15,158	9	33,884	7
Colorado	375,214	12	129,565	15	34,258	11	73,715	9

Population

	1980	1990	1991 Est.	2010 Proj.	1980–1990 Change
Westminster	50,211	74,619	76,681	N/A	48.6%
Adams County	245,944	265,038	270,554	365,673	7.8%
Jefferson County	371,753	438,430	448,609	530,715	17.9%
Planning Region 3	1,628,210	1,859,008	1,910,739	2,360,418	14.2%
Colorado	2,889,964	3,294,394	3,376,669	3,976,863	14.0%

WESTMINSTER

Age Distribution

AGE	1980 CENSUS	1990 CENSUS	1980–1990 CHANGE
Median	26.2	30.1	14.9%
0 to 5	6,046	8,136	34.6%
6 to 17	10,522	13,906	32.2%
18 to 24	6,859	7,166	4.5%
25 to 44	19,005	31,018	63.2%
45 to 64	6,144	10,853	76.6%
65 & Over	1,635	3,546	116.9%
Total	50,211	74,619	48.6%

Educational Attainment of Persons 25 Years & Older

	WESTMINSTER	COUNTY	REGION 3	COLORADO
No High School Diploma	11.6%	—	13.8%	15.6%
High School Graduate only	28.2%	—	24.6%	26.5%
Some College, no degree	27.6%	—	24.4%	24.0%
Associate Degree	8.8%	—	6.7%	6.9%
Bachelor's Degree	17.2%	—	20.3%	18.0%
Postgraduate Degree	6.6%	—	10.1%	9.0%

Race by Sex by Age

	White		Black		American Indian		Asian or Pac. Islander		Hispanic or Other		Total	
Age	M	F	M	F	M	F	M	F	M	F	M	F
0–5	3,562	3,537	39	77	14	18	141	191	154	178	3,910	4,001
6–17	6,335	5,903	63	78	86	89	329	322	489	354	7,302	6,746
18–24	3,118	3,317	36	35	58	12	98	55	174	154	3,484	3,573
25–44	13,900	14,592	220	86	95	128	537	485	611	732	15,363	16,023
45–64	4,933	5,088	17	9	38	15	144	129	127	136	5,259	5,377
65 & Over	1,339	1,986	0	19	0	0	113	91	10	27	1,462	2,123
TOTAL	33,187	34,423	375	304	291	262	1,362	1,273	1,565	1,581	36,780	37,843

RESOURCES

The following publications were of use to us in compiling this document, and may help you in your quest for information about the cities and counties in our service area. Most of them are available through the Office of the Special Assistant to the President. Call **Kathleen Cain** at ext. 339 to see them, or to discuss your information needs.

Adams County. 1992 Annual Report. Adams County Economic Development, Inc.

Adams County Profile. Adams County Economic Development, Inc. (June 1992)

Arvada Statistics Summary. City of Arvada. Planning Department. May 1992.

Boulder, Colorado Demographics. Boulder Development Commission. April 1993.

Brighton Colorado/Your Business Future. Brighton Chamber of Commerce. 1993.

The Brighton Guide. Brighton Chamber of Commerce. 1993.

Broomfield Economic Profile. Broomfield Economic Development Corporation. March 1993.

CEDIS (Colorado Economic and Demographic Information Services). This electronic database, a project of the Colorado Department of Local Government, was our primary source for statistics used in this document. Through this affordable, easy-to-use online system, municipal and county data, as well as information from the 1990 U.S. Census, is available to both public and private agencies.

Choices for Colorado's Future: Executive Summary. Colorado Trust. 1992.

Choices for Colorado's Future: Regional Summaries. Colorado Trust. 1992.

Colorado Business Magazine (regular feature on cities and counties).

Commerce City/Connecting to the Future (videotape). Business Video Productions, Inc.

Jeffco Issues. Jefferson County Public Schools. Planning Services. 1993.

Jefferson County Profile. Jefferson Economic Council. 1993.

Status of the Adams County Economy. Prepared by John Cody. Adams County Economic Development, Inc. (March 1993)

Lafayette Business Directory. Chamber of Commerce. 1993.

Lafayette/General Information. City of Lafayette. Planning Department. October 1992.

Longmont/ACORN Area Profile Report. ACORN. April 1993.

Louisville Chamber of Commerce Business Directory. 1993

Loveland Demographic Trends. Urban Decision Systems, Inc. December 1992.

(City of) Northglenn Colorado/ Community Profile. City of Northglenn. Department of Community Development. May 1992.

Northglenn Colorado/Comprehensive Plan Summary. City of Northglenn. Department of Community Development. n.d.

Thornton/Information Packet and Community Profile. City of Thornton. Community Development Department. 1993.

Westminster/1990 Census of Population and Housing.

Westminster Visions/12 Action Items for Public Comment.

Trends/A Review of Economic and Social Conditions in Fort Collins. City of Fort Collins. 1992.

EVALUATION

1. **My job is:** __ faculty __ staff __ administrator

   __ full time __ part time __ temporary

2. **The purpose of this document is to introduce environmental scanning, to provide basic information about the communities served by FRCC and to highlight environmental scanning activities already going on at the college. To what extent did the document succeed?**

   __ Succeeded __ Succeeded somewhat __ Did not succeed

3. **My job:**

   __ requires the use of environmental scanning data

   __ does not require the use of environmental scanning data

   __ don't know enough about environmental scanning data to answer

4. **The environmental scanning document will be:**

   __ Useful in my job __ Somewhat useful __ Not useful

5. **Other environmental scanning data that would be useful to me includes (please list):**

6. **What other kinds of environmental scanning activities would be helpful to you?**

   __ regular column in *UpDate* or *Up Front*

   __ regular reports sent to you

   __ separate scanning newsletter

   __ seminars or roundtable discussions

   __ presentations at meetings already scheduled (Fac. Senate, Deans, Chairs, etc.)

7. **Other comments about this document:**

Thank you for your comments. Please return this evaluation to: John Chin, Special Assistant to the President. If you are interested in joining the Environmental Scanning Team, please contact Kathleen Cain or leave a voice mail message at ext.339 (W).